DOCUMENT RESUME

ED 324 600 CG 022 856

AUTHOR Hisgen, Jon W.
TITLE Into Adolescence: Becoming a Health-Wise Consumer. A Curriculum for Grades 5-8. Contemporary Health Series.
SPONS AGENCY Robert Wood Johnson Foundation, New Brunswick, N.J.
REPORT NO ISBN-1-56071-013-6
PUB DATE 90
NOTE 96p.; For other titles in this series, see CG 022 854-858.
AVAILABLE FROM Network Publications, 1700 Mission St., Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830 ($19.95, quantity discounts).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Adolescents; *Consumer Education; *Health Promotion; Intermediate Grades; Junior High Schools; *Preadolescents

ABSTRACT

The "Contemporary Health Series" covers critical health and family life topics in a sequence of modules with two curricular divisions: "Into Adolescence" for middle school teachers and "Entering Adulthood" for high school teachers. This module presents middle school students with the information they need to become knowledgeable, concerned consumers of health products and services now and in their adult lives. Lessons 1 and 2 challenge students to analyze why individuals, as consumers, make the decisions they do. Lesson 3 helps students to explore consumer issues related to the foods they eat. Lesson 4 allows students to become advisors to fictitious teenagers as the teenagers make decisions about health and beauty products. Lesson 5 looks at the issue of health professionals. The activities in lesson 6 are designed to help students synthesize the information and issues in previous lessons so they can predict the skills that will be critical for future consumers. The lessons in this curriculum explore the influence of television advertising on buying habits; present the problems and benefits of alternative medical treatments; address adolescents' concerns about peer acceptance and choices related to skin care, hair care, and deodorant products; and provide guidelines for making sensible consumer health decisions. (NB)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

# INTO ADOLESCENCE

# Becoming a Health-Wise Consumer

*Jon W. Hisgen, MS*

U.S. DEPARTMENT OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

J. Bignell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CG022856

CONTEMPORARY HEALTH SERIES
*Kathleen Middleton, MS, Series Editor*
2

# INTO ADOLESCENCE:

# Becoming a Health-Wise Consumer

# INTO ADOLESCENCE:

# Becoming a Health-Wise Consumer

## A Curriculum for Grades 5-8

*Jon W. Hisgen, MS*

Contemporary Health Series
Kathleen Middleton, MS, Series Editor

Network Publications, a division of ETR Associates
Santa Cruz, CA • 1990

**Network Publications' Contemporary Health Series**

**Into Adolescence (for grades 5-8)**

Choosing Abstinence
Enhancing Self-Esteem
Learning About AIDS
Learning About Reproduction and Birth
Living in a Family
A Time of Change (puberty)
Avoiding Drugs
Communicating Emotions
Becoming a Health-Wise Consumer
Making and Keeping Friends
Living Without Tobacco

**Entering Adulthood (for grades 9-12)**

Connecting Health, Communication and Self-Esteem
Coping with Sexual Pressures
Living in Relationships
Preventing Sexually Related Disease
Understanding Reproduction, Birth and Contraception
Balancing Stress for Success
Understanding Depression and Suicide
Examining Drugs and Risks
Developing Responsibility and Self-Discipline
Planning Life Directions

© 1990 by Network Publications, a division of ETR Associates.
All rights reserved. Published by Network Publications,
P.O. Box 1830, Santa Cruz, CA 95061-1830.

Printed in the United States of America

10 9 8 7 6 5 4 3 2 1

Cover design: Julia Chiapella
Illustrations:
p. 13, 35, 77, 79, 89, 91: Steven Baird
p. 17, 19, 47, 49, 59, 63, 75: Ann Smiley

Title No. 378

**Library of Congress Cataloging-In-Publication Data**

Hisgen, Jon W.
Into adolescence: becoming a health-wise consumer/
Jon W. Hisgen.

(The contemporary health series)
"A Curriculum for grades 5-8"
Bibliography: p.
1. Health education (Elementary). 2. Consumer education (Elementary). 3. Health products—Juvenile. I. Title
II. Series.
LB3408.H38

ISBN 1-56071-013-6

*This curriculum was made possible, in part, by a grant from the Walter S. Johnson Foundation. The opinions expressed in this curriculum are those of the author and do not necessarily reflect the opinions of the Walter S. Johnson Foundation.*

# CONTENTS

Editor's Preface ..... vii

**Introduction** ..... 1
- Overview ..... 2
- Objectives ..... 2
- Time ..... 3
- Instructional Strategies ..... 3
- Teacher Responsibilities ..... 5
- Groundrules ..... 6
- Evaluative Methods ..... 6

**Lessons**
1. Cure or Quackery? ..... 7
2. We Are Because We Buy ..... 29
3. Think Before You Eat ..... 55
4. Will They Like Me More? ..... 71
5. Medical Care Choices ..... 93
6. Consumer Health Choices: The Future Is Yours ..... 111

**Appendix**
- References ..... 123

# DEDICATION

This book is dedicated to my grandfather, whose consumer health experiences made me acutely aware of our need to be questioning, concerned purchasers of health products and services.

*—JH*

# EDITOR'S PREFACE
# Contemporary Health Series

Health educators and practitioners know that prevention of health problems is far more desirable than treatment. The earlier the knowledge and skill to make healthful decisions are instilled, the greater the chance a healthful lifestyle will be adopted. School is the logical place in our society to provide children, adolescents and young adults the learning opportunities essential to developing the knowledge and skills to choose a healthful life course.

The **Contemporary Health Series** has been designed to provide educators with the curricular tools necessary to challenge students to take personal responsibility for their health. The long range goals for the **Contemporary Health Series** are as follows:

**Cognitive**. Students will recognize the function of the existing body of knowledge pertaining to health and family life education.
**Affective**. Students will experience personal growth in the development of a positive concept and the ability to interact with others.
**Practice**. Students will gain skill in acting on personal decisions about health choices.

Within the **Contemporary Health Series** there are two curricular divisions: Into Adolescence for middle school teachers and Entering Adulthood for high school teachers. The Into Adolescence modules focus on several different health and family life topics. Modules addressing puberty, AIDS, the family, self-esteem, reproduction and birth, sexual abstinence, and drug, alcohol and tobacco education have been developed by skilled author/educators.

Entering Adulthood includes reproduction, birth and contraception, health behavior, communication and self-esteem, AIDS and other STDs, relationships, sexual abstinence, and drug, alcohol and tobacco education.

All the authors are, or have been, classroom teachers with particular expertise in each of the topic areas. They bring a unique combination of theory, content and practice resulting in curricula which weave educational learning theory into lessons appropriate for the developmental age of the student. The module format was chosen to facilitate flexibility as the modules are compatible with each other but may stand alone. Finally, ease of use by the classroom teacher has driven the design. The lessons are comprehensive, key components are clearly identified and masters for all student and teacher materials are provided.

The **Contemporary Health Series** is intended to help teachers address critical health issues in their classrooms. The beneficiaries are their students, our children, and the next generation.

Kathleen Middleton, MS, CHES
Series Editor

# INTRODUCTION

To this day, I vividly remember seeing my grandfather lying under "it." It was a deep maroon color. The whirling fan inside gave it an aura of mystery. Grandfather was precise in performing his ritual at ten, two and four almost every day. He would place the maroon beam right on his very large pimple. And still I saw the pimple get larger and larger.

Finally, Grandfather went to the hospital. Surgery was performed and his ear was removed. He died a month later in tremendous pain. You see, that pimple was cancer and that treatment was quackery. Grandfather was sold a bill of goods by a man named Dinshah Ghadiali, and his life was cut short by that quackery.

Upon entering the University of Wisconsin, I took an introductory health class and saw a picture of the Spectochrome that my grandfather had used. I was determined not to let what happened to my grandfather happen to future generations. This module is written in tribute to the unknowing consumer and with the hope that educators can help future consumers become informed health purchasers.

The curriculum has been designed to stimulate the interest of middle school students in consumer choices. The underlying purpose is to encourage students to become knowledgeable, concerned users of health products and services in their adult lives.

Have fun implementing these lessons. The key to the effectiveness of these lessons and of all health education is you, the classroom teacher.

## Overview

Lessons 1 and 2 challenge students to analyze why we, as consumers, make the decisions we do.

In Lesson 3, students explore consumer issues related to the foods we eat.

In Lesson 4, students become advisors to fictitious teens as the teens make decisions about health and beauty products.

Lesson 5 looks at the issue of health professionals.

The activities in Lesson 6 are designed to help students synthesize the information and issues in previous lessons so they can predict the skills that will be critical for future consumers.

## Objectives

**Lesson 1** *Cure or Quackery?*

- Students will be able to analyze the importance of consumer health choices that they currently make.
- Students will be able to describe the impact of advertising on the sale of health products and services.

**Lesson 2** *We Are Because We Buy*

- Students will be able to describe the influence of television advertising for grooming and health care products on adolescents.
- Students will be able to identify some influences on their buying habits.

**Lesson 3** *Think Before You Eat*

- Students will be able to analyze nutritional information found on food labels.
- Students will be able to identify questionable nutritional claims.

**Lesson 4** *Will They Like Me More?*

- Students will be able to identify some beneficial products for skin care and hair care.
- Students will be able to differentiate between antiperspirant and deodorant products.

| | | |
|---|---|---|
| **Lesson 5** | *Medical Care Choices* | ■ Students will be able to use appropriate criteria to evaluate health care personnel when seeking treatment for various medical problems. |
| **Lesson 6** | *Consumer Health Choices: The Future Is Yours* | ■ Students will be able to evaluate the personal skills necessary to make wise consumer health choices. |

## Time

The time indicated for each lesson is an approximate measure, based on a 45-50 minute class period. The actual time required to complete all activities in a given lesson will vary, depending on student interest and ability. Lessons that will probably require more than one class period to complete are indicated.

## Instructional Strategies

This module incorporates a variety of instructional strategies designed to develop and maintain student interest and motivation. Some strategies are traditional, while others are more interactive, encouraging students to help each other learn. The specific strategies used in each lesson are clearly identified. An alphabetical list of instructional strategies and their description follows:

Brainstorming
Class Discussion
Cooperative Learning Groups
Creative Writing
Forced Field Analysis
Interviewing
Overhead Transparencies
Teacher Lecture
Worksheets

### *Brainstorming*

Brainstorming is used to stimulate discussion of an issue or topic. Students are asked to give their ideas and opinions without comment or judgment from the teacher or other students. Ideas can be listed on the chalkboard, on butcher paper or newsprint or on a transparency. Brainstorming should continue until all ideas have been exhausted or a predetermined time limit has been reached.

### *Class Discussion*

A class discussion led by the teacher is one of the most valuable strategies used in education. It can be used to initiate, amplify or summarize a lesson. Most of the lessons in this module include some form of class discussion.

### *Cooperative Learning Groups*

Cooperative learning is one of the most common and effective strategies used in this module.

Students work in small groups to disseminate and share information, analyze ideas or solve problems. The size of the group depends on the nature of the lesson and the make-up of the class. Groups work best with two to six members.

Group structure will affect the success of the lessons. Groups can be formed by student choice, random selection or a more formal, teacher-influenced process. Groups seem to function best when they represent the variety and balance found in the classroom. Groups also work better when each student has a responsibility within the group (reader, recorder, timer, reporter, etc.).

While groups are working on their tasks, the teacher should move from group to group, answering questions and dealing with any problems that arise. At the conclusion of the group process, some closure should take place.

### *Creative Writing*

Asking students to write short stories or poems about topics they are studying integrates language arts and personal experience into a lesson. This technique can be used as a follow-up to most lessons.

### *Forced Field Analysis*

This strategy is used to discuss an issue that is open to debate. Students analyze a point of view that is likely to receive approval by some students and objections by others. For example, if the subject of discussion was the American diet, some students might support the notion that Americans consume healthy foods because of the wide variety of foods available. Other students might express concern about the amount of foods high in sodium, fat and sugar that are included in the American diet.

Questioning skills are critical to the success of this technique. A good way to open such a discussion is to ask students, "What questions should you ask to determine if you support or oppose this idea?" The "pros" and "cons" of the students' analysis can be charted on the chalkboard, on butcher paper or newsprint or on a transparency.

### *Interviewing*

In the quest for information on a topic, it is sometimes helpful to invite experts into the class or to interview others (family members or friends) outside of class. Advance preparation for an organized interview session increases the learning potential. A brainstorming session before the interview allows students to develop individual questions to ask during the interview.

### *Overhead Transparencies*

Overhead transparencies are an effective visual aid to use in presenting information and graphic examples. Most of the lessons in this module provide teacher resources that can be used as transparencies.

### *Teacher Lecture*

A traditional teacher lecture disseminates information directly from the teacher to students. In some lessons, this approach is the best way to provide information. Generally, this method is combined with other methods to assure high-level motivation and learning.

### *Worksheets*

Most lessons in this module include worksheets. Students may be asked to complete the worksheets individually or in cooperative learning groups. Some worksheets include an activity to be completed outside of class. Completed worksheets should generally be reviewed with the whole class to provide relevant and timely feedback.

## Teacher Responsibilities

Every American makes consumer health choices throughout his or her life. We start very young to become contributing consumers of society. Five year olds are influencing consumer choices, even if they are not actually purchasing items. Whether it is purchasing shampoo or acne medication or visiting an orthodontist, we face a life filled with choices that affect our health.

As with other topics in health, consumer health issues can be controversial. Teachers must deal with these issues in a sensitive way. A range of attitudes and practices exists around many issues. Teachers must acknowledge that range and be sensitive to the variety of viewpoints.

One example is the range of treatment philosophies that could be considered alternatives to the standard American medical model. The standard model involves diagnosis, prescription, therapy or surgery. However, medical alternatives such as acupuncture or chiropractic have a rightful place in our health-consuming society.

What students and educators must understand is that we are still learning how to cure disease, how to best maintain health and how to have a stable emotional base. The information we assume to be *true* today may be proved *untrue* tomorrow.

This has an enormous impact on consumer choices. The challenge is to stay informed and to use critical thinking skills in making both today's consumer choices and those of the future.

I have outlined five major guidelines that I think are essential for teachers to follow when conducting these lessons:

- Accept all ideas from students, even though they may be contrary to what you believe as a consumer.
- Communicate the idea that people from all health care specialities, including medical doctors, have offered questionable treatments.
- Emphasize that wise consumers listen carefully to all ideas and make decisions based on information from a variety of sources.

- Note that effective consumers are familiar with a variety of health information sources.
- Do not diminish the beliefs and ideologies of others.

## Groundrules

To help maintain a sensitive and positive atmosphere, classroom groundrules should be established before beginning the lessons in this module.

It is usually helpful if students participate in the process of identifying the groundrules they agree to follow during the lessons. One very important groundrule is that students have the right to pass on any question they feel is too personal for class discussion.

## Evaluative Methods

Each lesson provides the teacher with one or more methods for evaluating student performance on stated objectives. The methods are listed following the Procedure section of each lesson. Evaluative methods include analysis and comment on worksheets and other written materials, as well as observation of individual responses.

It is impossible to objectively, quantitatively or qualitatively measure the development and maintenance of personal awareness and the ability to make consumer choices. Furthermore, it is inappropriate to grade student work when it is based on personal feelings, beliefs or behaviors. Therefore, the evaluation methods serve as tools to assess students' participation and cognitive learning from each lesson.

LESSON 1

# CURE OR QUACKERY?

## Objectives

Students will be able to analyze the importance of consumer health choices that they currently make.

Students will be able to describe the impact of advertising on the sale of health products and services.

## Time

Two class periods.

## Overview

Throughout history, men and women have purchased products and services to enhance their well-being. Some of these products and services have been accepted by the general population; the value of others is often questioned. Many products, such as over-the-counter weight-loss products, offer a quick fix and claim to help people, but are generally not effective. This lesson explores whether a product or service is a wise consumer choice. It also looks at the difference between choices students are now making

about health products and services and choices they will make in the future.

In this lesson, students are introduced to the world of quackery through a re-enactment of a medicine show. They explore consumer health issues through discussions and group work, analyzing the consumer habits of a fictitious extinct society.

## Instructional Strategies

Brainstorming, class discussion, cooperative learning groups, worksheets.

## Teacher Materials and Preparation

**HAVE:**

✓ Overhead projector.

**COPY:**

✓ Medicine Show worksheet, one for each student.
✓ **Consumer Health Choices** worksheet, one for each student.

**MAKE:**

✓ Transparency of **Quack Machine**.
✓ Transparency of **Common Clues to Quackery**.
✓ Transparency of **Why Quackery Thrives**.

**PREPARE:**

✓ **Medicine Show Bottle Label**—use an antique medicine bottle or glue a label on a used bottle as described on the teacher page.
✓ A ***Box of Artifacts***, from **Directions for Making a Box of Artifacts**.

**REVIEW:**

✓ **Teacher Background Information**.
✓ **Medicine Show** worksheet to prepare story.

## Procedure

■ The object of this first activity is to attempt to sell each student a bottle of Dr. Chamberlain's Compound, a fictitious medicine, using a stereotypical medicine man approach. Show students the medicine bottle you have prepared, and tell them the story from the **Medicine Show** worksheet. You will be presenting a sales pitch for a worthless product. Play the part of the salesperson. Try to convince students that they can't live without this product.

*Note*: During the past five years, about 90 percent of my students have agreed to bring the money for the product the next day; 70 percent have actually brought the money.

After spending some time on the sales pitch, reveal to students that the product is not real and the sales pitch was an act. Students may be upset, hurt or angry when told that your story is a hoax. A follow-up discussion is essential.

It may be useful to discuss personal experiences with purchases that were not what you expected based on the advertising. Explain to students the anger you felt about these purchases. Help students understand that this is a common experience.

After the story and sales pitch have been presented, distribute the **Medicine Show** worksheet. Ask students the following questions:

- How many believed the presentation before you told them that it was a fictitious story?
- At what point in the story did students decide it wasn't true?
- Are any of today's ads similar to the presentations of the medicine shows of the 19th century? Why?

■ Divide the class into four groups, and ask each group to answer different questions about the medicine show activity.

Group A

- What methods did I use to try to sell you this product? (Possible responses include the following: special offer, famous people, mysterious ingredient, sympathy for the little guy, magazine ads and successful sales.)
- Are these techniques used today? If so, how?

Group B

- If you developed a product for kids your age, what advertising styles would you use? Where would you advertise?

Group C

- What types of products would you develop to sell to students your age? Why did you choose these products?

Group D

- How can the consumer tell the difference between a helpful product and a quack product?

Reconvene the class and discuss group responses to the questions.

■ Brainstorm about what makes a wise consumer choice. Use this information as a guideline for the following activity. Divide students into groups of four or five. Ask each group to choose a representative.

Show students the ***Box of Artifacts***. Tell them that in the box are some items that represent the remains of a fictitious society that no longer exists. The students are scientists who have stumbled upon an item that will tell us something about the society.

Have the representative of each group choose an artifact from the box to share with her or his group. Tell groups to discuss whether the item represents a wise consumer choice. Tell students to use the artifacts as clues to learn more about the society. Ask them to describe the factors that may have led to the downfall of this society.

Lead a class discussion about the similarities between this extinct society and our own. The following questions can be used:

- How is our health like an old pair of jeans? (Both are constantly being repaired and wear out if not cared for. With proper care, they can last a long time.)
- Why does our society ask people to make choices that prevent health problems? (Health insurance costs are high; the cost of treating illness is much higher than that of preventive health care.)
- If you were to change any artifact in the box, what would it be? Why?
- What artifacts of today's world would you like future generations to find? Why?

■ Show students the **Quack Machine** transparency. Tell them about some of the fraudulent machines advertised for medical

cures, including those mentioned in **Teacher Background Information**.

■ Discuss the types of medical problems for which quack treatments are most likely to be offered (major killers and pain causers like cancer, arthritis or heart disease).

■ Show students the transparency of **Common Clues to Quackery**, and discuss the points with them.

■ Explain that we live in a world where billions of dollars are spent each year on fraudulent health products. Surveys indicate that about 15 percent of the American population used a fraudulent health product or service in 1988. About 10 percent of the people who used these treatments suffered negative side effects from their use.

Display the **Why Quackery Thrives** transparency. Tell students that this is a list of six of the ten leading health frauds in the United States. Use the transparency to frame a class discussion about health fraud. If necessary, first discuss the meaning of the word *fraud*.

## Evaluation

Distribute the **Consumer Health Choices** worksheet. Ask students to consider the importance of the health products and services they are presently using and to predict future changes in their consumer health choices.

When students have completed the worksheet, lead a class discussion around the following questions:

- Why do adults make different health choices than middle school students? (Health concerns change; adults see their lives moving quickly; adults have more money.)
- Which of your choices do you think will change in 20 years? Why?
- In the year 2000, will young people make different consumer health choices? If so, which choices may change and why?
- Is there an important health choice not listed on the worksheet? What is it?
- How are consumer health choices like shopping for cereal? (Some are good-tasting but not nutritious, while others are

not very tasty but healthful.)
- How does advertising impact consumer choices?

## Homework

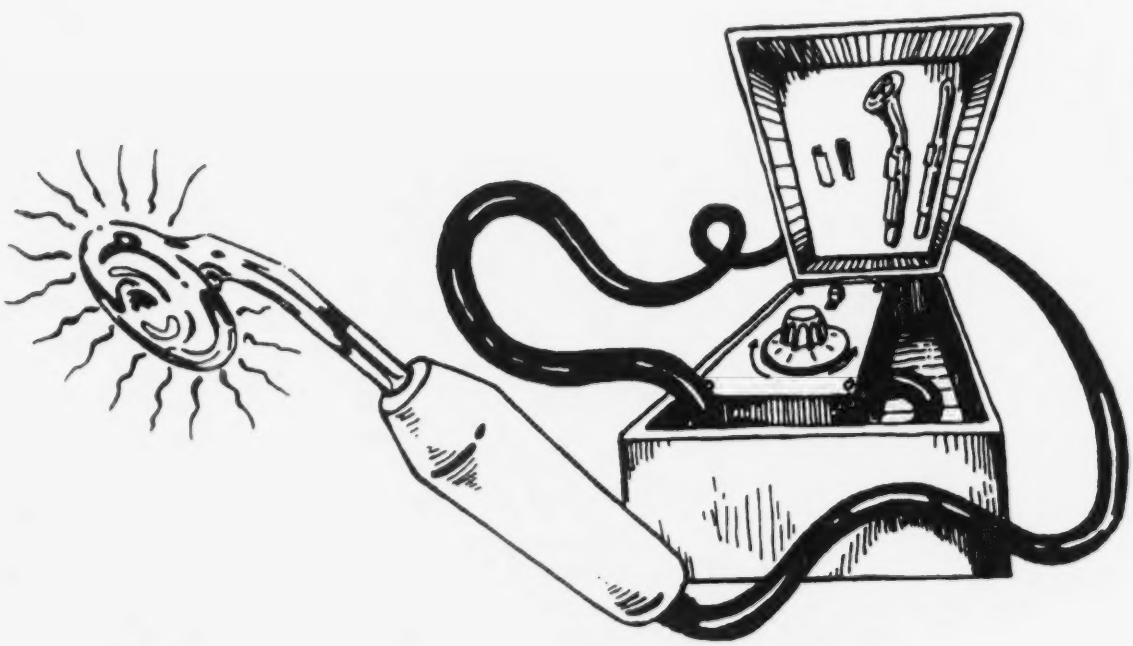
Tell students to develop a medical device and an accompanying ad or slogan to sell it. The device could be designed to treat any medical problem, from the common cold to a rare disease.

During another class period, discuss the students' machines. Ask students to explain how the device will work and how they plan to promote and sell the product, using the techniques discussed in the lesson. *Note*: This assignment could be done as a cooperative group assignment if you choose.

# Teacher Background Information
# Health for Sale

In our credit card culture, instant pleasures are only a signature away. There is no better example of this "John Hancock" approach to consumer decisions than in the world of health products and services. We often blindly use hit-or-miss tactics for everything-from wiping out those unsightly blemishes with steam to strengthening our rectus abdominous muscle with electric belts.

The ability to be a wise consumer of health products and services is not easily acquired, but must be learned. Some consumers have realized the impact of their choices for health products and services only after lives have been threatened in some way. For example, only after two women suffered miscarriages using the Relaxicisor was criminal action taken against Relaxicisor, Inc. of California. The makers of Renulife claimed that the then-mysterious element of electricity could cure any medical problem.



**The Renulife Machine**

The use of a single device that could cure most of man's ills began early in the health quackery business. Some of these early devices, such as the Roche electric machine and the Renulife, claimed that use of the then-mysterious element of electricity could cure any medical problem. Devices like the Spectrochrome made use of colored lights to reportedly cure "all diseases known to man." When Dinshah Ghadiali came to the United States in the 1920s, he bought his medical degree for $333.33. He then proceeded to sell the Spectrochrome throughout the United States for two decades.

As his "cure" for diabetes, for example, he prescribed brown sugar and colored light treatments three times a day. He was finally brought into court for prescribing this dangerous treatment and subsequently fined and deported.

The *medicine show* is a slice of Americana. Medicine producers used a medicine show (much like a circus sideshow) to sell their drugs in cities and towns across the United States. They promoted their products with song and dance as well as humor.

They also used staged *testimonials* (people who would stand and proclaim the wonders of the product). Many of these shows ran in conjunction with fairs and evolved into evenings of vaudeville entertainment. It was all capped off with a feverish sales pitch.

In 1950, former Louisiana state senator Dudley J. LeBlanc revived the medicine show approach, selling an elixir called Hadacol. He put on huge tent shows, with an average attendance of ten thousand patrons. LeBlanc sold his business in 1951 for $8 million dollars. He claimed to have sold $75 million dollars worth of the product.

Hadacol was mostly alcohol, with some vitamins and minerals added, sweetened with honey. LeBlanc claimed it cured all ills. Even without scientific data to support LeBlanc's claim, millions of people bought the product, making him a very wealthy man.

TEACHER

# Medicine Show Bottle Label

*Directions*: Cut out and glue this label on a bottle for use during the medicine show activity.

# Medicine Show

While in college, I received an assignment to use a recipe from an old medical text to recreate a medicine. I chose Dr. Chamberlain's Compound because he claimed that it cured both acne and split ends. Its active ingredient is called Capsicum. Capsicum must be grown hydroponically (in water only—no soil) and imported from Africa.

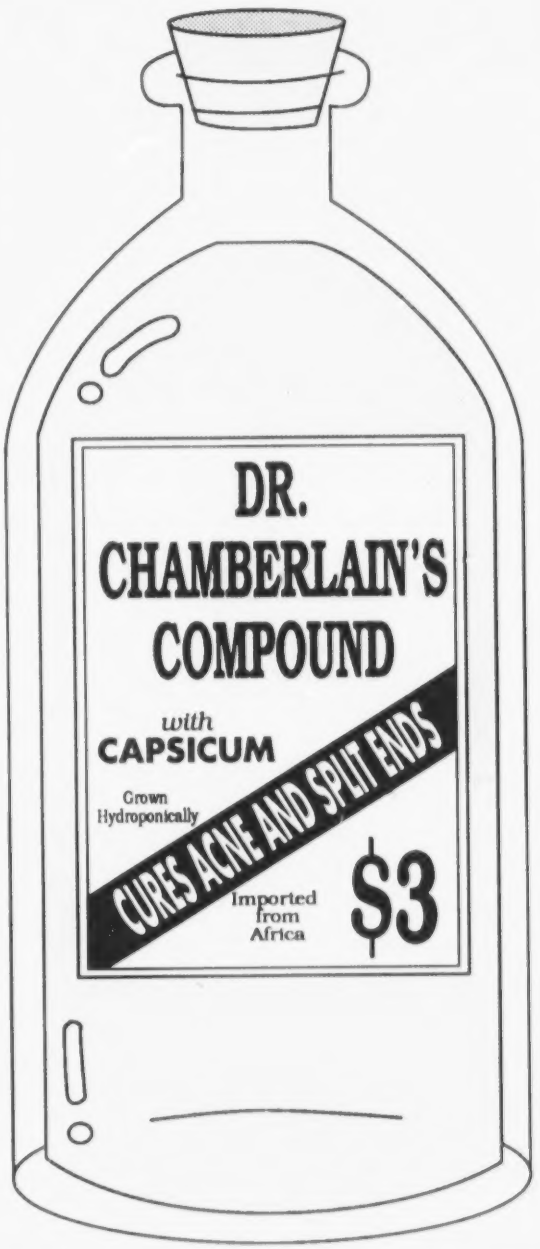
I found some friends to help me. We finished making the product in two months, then tested it on ourselves. It was successful. We contacted the American Medical Association and a national drug company and asked for their support, but they weren't interested. The drug company was afraid we would be too much competition.

We went through all the work to get a patent on the product. Then we decided to sell it in magazines. We were so successful that we bought a factory to grow our own Capsicum. We began to produce more and more of Dr. Chamberlain's Compound.

Sales have increased each year for the last three years. Interest in this product keeps growing. In fact, a local newspaper is coming to take advertising pictures of my students holding the product.

The product is endorsed by some famous people who use it and love it!

For this class, I'm running a special offer—two bottles for the price of one! This is only for students who bring the money to the next class session. By the way, the normal cost is $3 a bottle, but for this week only you can get two bottles for $3.



# *Directions for Making a Box of Artifacts*

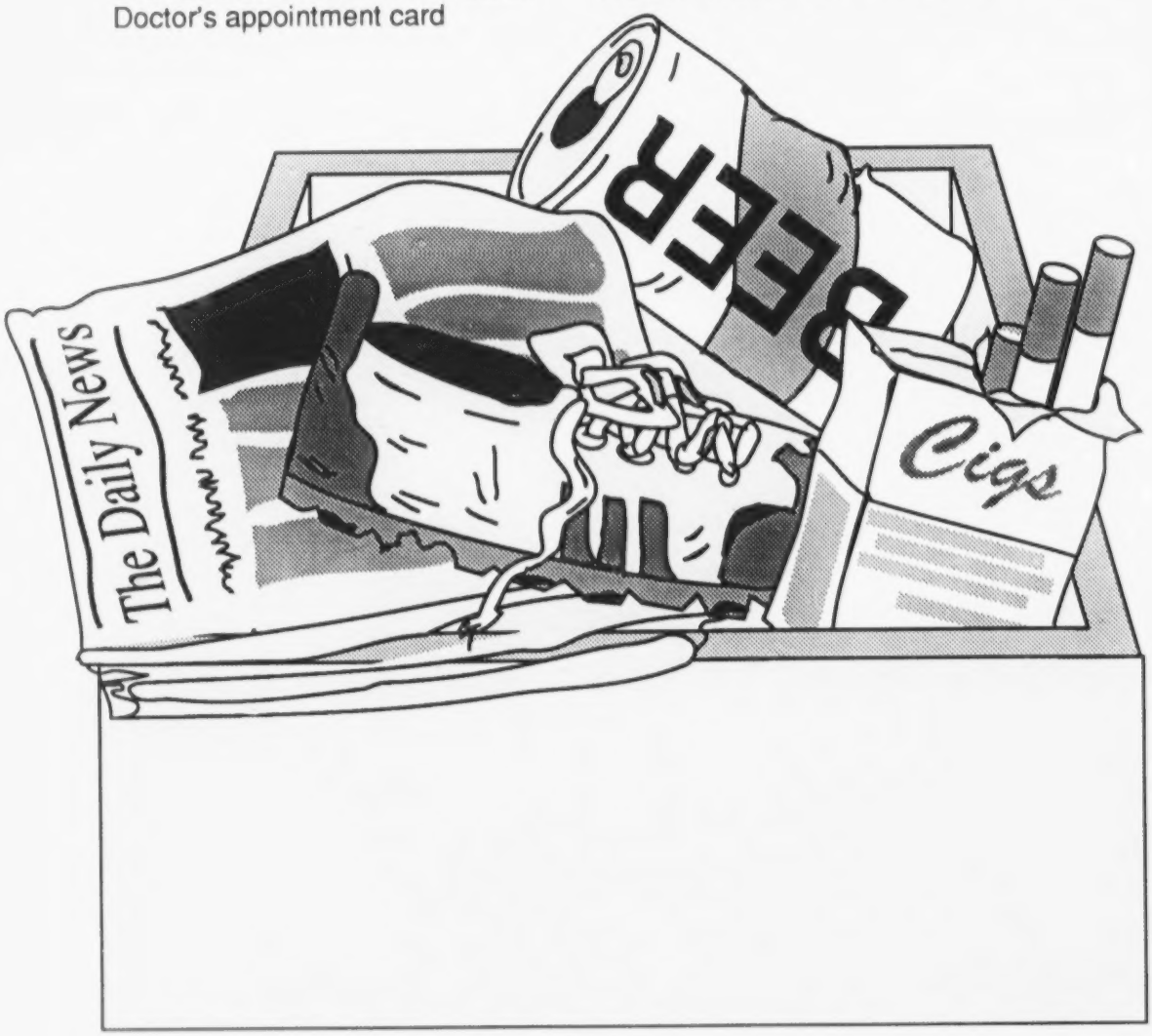
**Materials needed:**

- A box with packing material
- Items that represent a consumer health or grooming product or service

**Sample artifacts:**

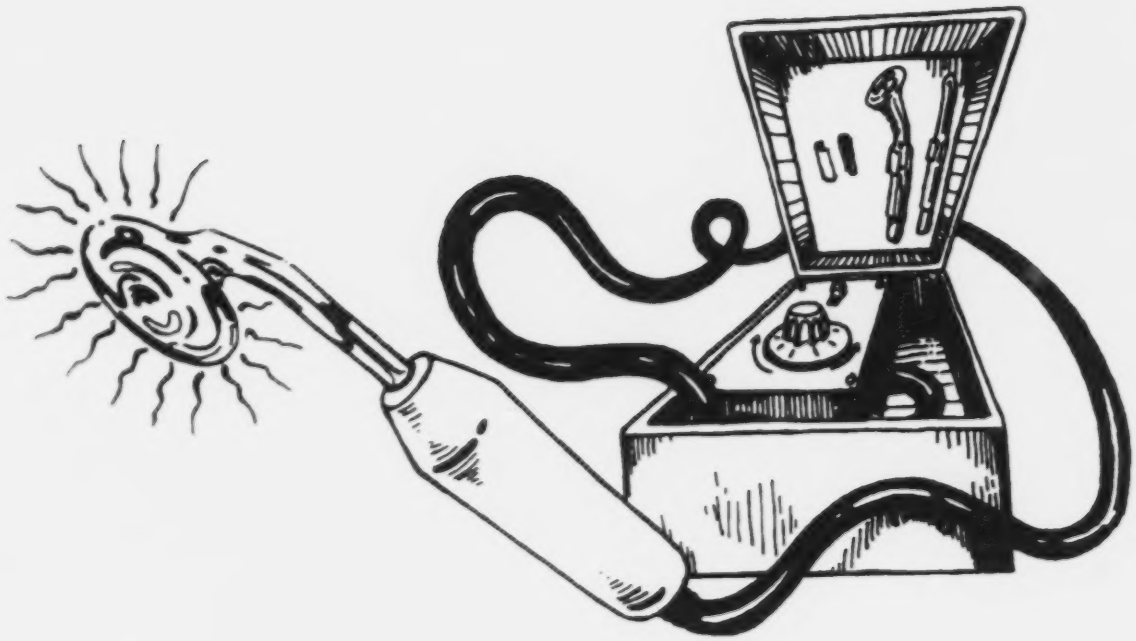
***A wise consumer choice***
Kidney-bean can
Worn-out jogging shoes
Newspaper or magazine articles about medical research
Doctor's appointment card

***A questionable consumer choice***
Pack of cigarettes
Empty beer can
Articles or advertisements for quick cures
Weight reduction advertisement



TEACHER

# QUACK MACHINE



**The Renulife Machine**

*The makers of Renulife claimed that the then-mysterious element of electricity could cure any medical problem.*

TEACHER

## COMMON CLUES TO QUACKERY

### Testimonials

A person giving a testimonial may never have used the product or may be paid by the company to praise it.

### Quick, easy cures

Many medical problems do not have simple or easy solutions (e.g., cancer and heart disease).

### No scientific research

Legitimate treatments usually are announced in medical journals. This means that the product did not "pass" or work effectively when medically tested.

### Everyone needs this

Too general. There is no particular supplement that is needed by everyone.

### Strange language or mysterious terms

Quacks often make up fancy names for common ingredients.

### Limited availability (only available from the advertised source)

When a treatment is proven to work and is legal to use, it is available to all members of the medical community.

# WHY QUACKERY THRIVES

## Quack Products for Treating Arthritis

As many as 40 million Americans are affected by arthritis. The severe pain of arthritis prompts sufferers to look for any possible cure or treatment.

## Clinics for Miracle Cancer Treatments

Cancer is a life-threatening disease. Many honest health care providers offer little hope for successful treatment, so miracle cures in foreign countries look inviting.

## False Cures for AIDS

AIDS clinics are springing up in all major cities. AIDS patients are lured by the promise of a cure for a disease that as yet has no cure.

## Weight-Loss Programs that Promise Instant Thinness

Many people struggle with weight control. Our society presents many pressures to lose weight.

## Baldness Remedies

The desire of many males to stay young-looking and our society's emphasis on youth make this big business.

## Muscle Stimulation Instead of Exercise

This is another "fountain-of-youth" gimmick that claims to remove wrinkles, or eliminate excess fat without exercise.

This information was taken from "Top Ten Health Frauds," *FDA Consumer*, October 1989, pp. 29-31.

STUDENT

# Consumer Health Choices

*Directions*: Rank the following grooming and health products and services in terms of their importance to you today. Then rank how important you think they will be to you in 20 years. Number 1 is the most important, 10 the least.

| *Product or Service* | *Importance Today* | *Importance In 20 Years* |
|---|---|---|
| A. Acne medication | _____ | _____ |
| B. Doctor appointment | _____ | _____ |
| C. Deodorant | _____ | _____ |
| D. Cough medicine | _____ | _____ |
| E. Dentist appointment | _____ | _____ |
| F. School nurse's advice | _____ | _____ |
| G. Relaxation techniques | _____ | _____ |
| H. Cologne or perfume | _____ | _____ |
| I. Products with oat bran | _____ | _____ |
| J. A special diet | _____ | _____ |
| K. Cold medicine | _____ | _____ |
| L. An exercise program | _____ | _____ |
| M. Pain relievers | _____ | _____ |
| N. Braces | _____ | _____ |
| O. Make-up | _____ | _____ |

LESSON 2

# WE ARE BECAUSE WE BUY

## Objectives

Students will be able to describe the influence of television advertising for grooming and health care products on adolescents.

Students will be able to identify some influences on their buying habits.

## Time

Two class periods.

## Overview

Parents model many of the health behaviors that children incorporate into their daily life. If parents exercise regularly, children develop that pattern. If every sickness is treated with an over-the-counter drug, children may think that is the only way to deal with discomfort.

This lesson focuses first on a fictitious family, the Bleeptons. Students analyze the family's health habits. Students then

consider the impact television has on consumer decisions. Finally, students consider the impact of peers on their own consumer health decisions.

## Instructional Strategies

Class discussion, forced field analysis, worksheets.

## Teacher Materials and Preparation

COPY:

- ✓ **A Day in the Life of the Bleeptons** worksheet, one for each student.
- ✓ **Influence of Television** worksheet, one for each student.
- ✓ **Abstain for Your Brain** worksheet, one for each student.
- ✓ **Ring the Bell** worksheet, one for each student.
- ✓ **Why Do I Buy?** worksheet, one for each student.

## Procedure

■ Distribute **A Day in the Life of the Bleeptons** worksheet. Tell students to read the story and circle the words and phrases that indicate health-related behaviors or feelings. Lead a class discussion of health habits and some influences on them. Include the following questions:

- Is this the type of family that we usually see in health advertisements?
- How does your family make decisions about the health products and services it purchases?
- Do you think you will make better health decisions than your parents? If so, why?

Tell students to complete the forced field analysis section of the worksheet. Students should decide if the behavior or situation will have a positive or important impact, or a negative or minor impact on the Bleeptons' health. This worksheet helps students analyze the impact of specific health behaviors on the family in question.

■ Distribute the **Influence of Television** worksheet. Tell students the class is going to discuss television's impact on consumer decisions. After students have answered the first three questions

on the worksheet, ask for volunteers to share their answers with the class. Calculate the average television viewing time for the class.

Tell students that television has a big impact on their purchases. Then tell students to read the three scenarios on the worksheet. Ask them to determine which pattern will have the greatest impact on buying decisions and why.

Discuss the scenarios. Point out that some students—those who value the image that television projects—are more likely to be influenced by the ads that pay for the programs. Ask students how many of them are influenced by advertising.

■ Ask students if they think they can stay away from watching television for one night. Distribute the **Abstain for Your Brain** worksheet. Ask students to brainstorm alternatives to watching television for that night.

■ Lead a class discussion on the influence of friends. The desire for acceptance leads young people in many directions. Point out that some students are externally controlled, or under the control of others. Some students use internal control mechanisms and make their own choices on life issues. Some students may vacillate between the two, depending on the decision.

Tell students that many consumer health decisions are connected to how people feel about themselves, as well as to their background knowledge on an issue. Distribute the **Ring the Bell** worksheet. Tell students they will be evaluating a person's ability to make wise consumer health decisions based on factors described in the case studies.

Tell students to read the five scenarios and place each one on the scale. Discuss the following questions, either in small groups or as a class:

- In what ways are these people negatively influenced into buying products? positively influenced?
- What types of products are students pressured into buying in order to feel more accepted?
- How does education help students make better consumer decisions about their health?

■ Self-analysis is one of the best ways to discover how an individual makes decisions. Tell students that in order to effectively

evaluate our choices, we must be honest about all the factors discussed in the previous activities.

Distribute the **Why Do I Buy?** worksheet. Tell students they are going to explore their buying habits in four categories: food, clothes, health products and health services.

When students have completed the worksheet, ask for volunteers to share answers to the following questions:

- Who or what has the greatest impact on these decisions?
- Do your parents still have the greatest impact on your consumer health decisions? If so, why?
- In ten years, how do you think these choices will change?

Students may find that they are beginning to make many decisions about food and clothes, but decisions about consumer health services and most other products are still directed by their parents.

## Evaluation

Evaluate student responses in class and on worksheets to assess their understanding of television's influence on buying decisions. Assess responses on the **Ring the Bell** and **Why Do I Buy?** worksheets for student understanding of influences on their buying habits.

*Or* have students write a paragraph describing two consumer choices they have made in the past months. For each of the consumer choices, the student should identify the influence (family, T.V., peer or self) that affected his or her choice.

## Follow-up/ Extension

When students have completed the **Abstain for Your Brain** worksheet, discuss the worksheet in class. Ask students to draw some conclusions about T.V.'s influence on the class as a group of consumers.

STUDENT

# *A Day in the Life of the Bleeptons*

*Directions*: Read the following story. Circle the words and phrases that indicate health-related behaviors or feelings.

It is a bright, sunny September morning. Sally Bleepton, age 12, is flossing her teeth for the 1,005th straight day. This is the final step of her one-hour morning ritual. Sally's mom, Sarah, is sitting at the kitchen table. She's checking the Wednesday paper, looking for the best prices on the medicine she purchases each week. Sally's dad, Tom, has just finished his daily three-mile run. He sits down to a breakfast of oat-bran hot cereal and megadoses of vitamin C. Bill, Sally's older brother, age 14, awakens to a 90-decibel blast of his favorite heavy metal music.

Is this a typical morning for a typical American family?

"You look worn out, Sally," her father says. "Take some of these vitamins—they'll help you perk up. Look what they've done for me."

"You're right, Dad," Sally agrees. "I can't believe all the weight you've lost. You look like a million bucks. How many should I take?"

"The ad I saw said a person your age should start out with ten pills a day, but maybe you should take more," says Sally's dad.

"Hey, honey, there is a sale on that relaxation machine we saw in that health magazine!" Sally's mother interrupts excitedly. "Shouldn't we go and get one for $49.95?"

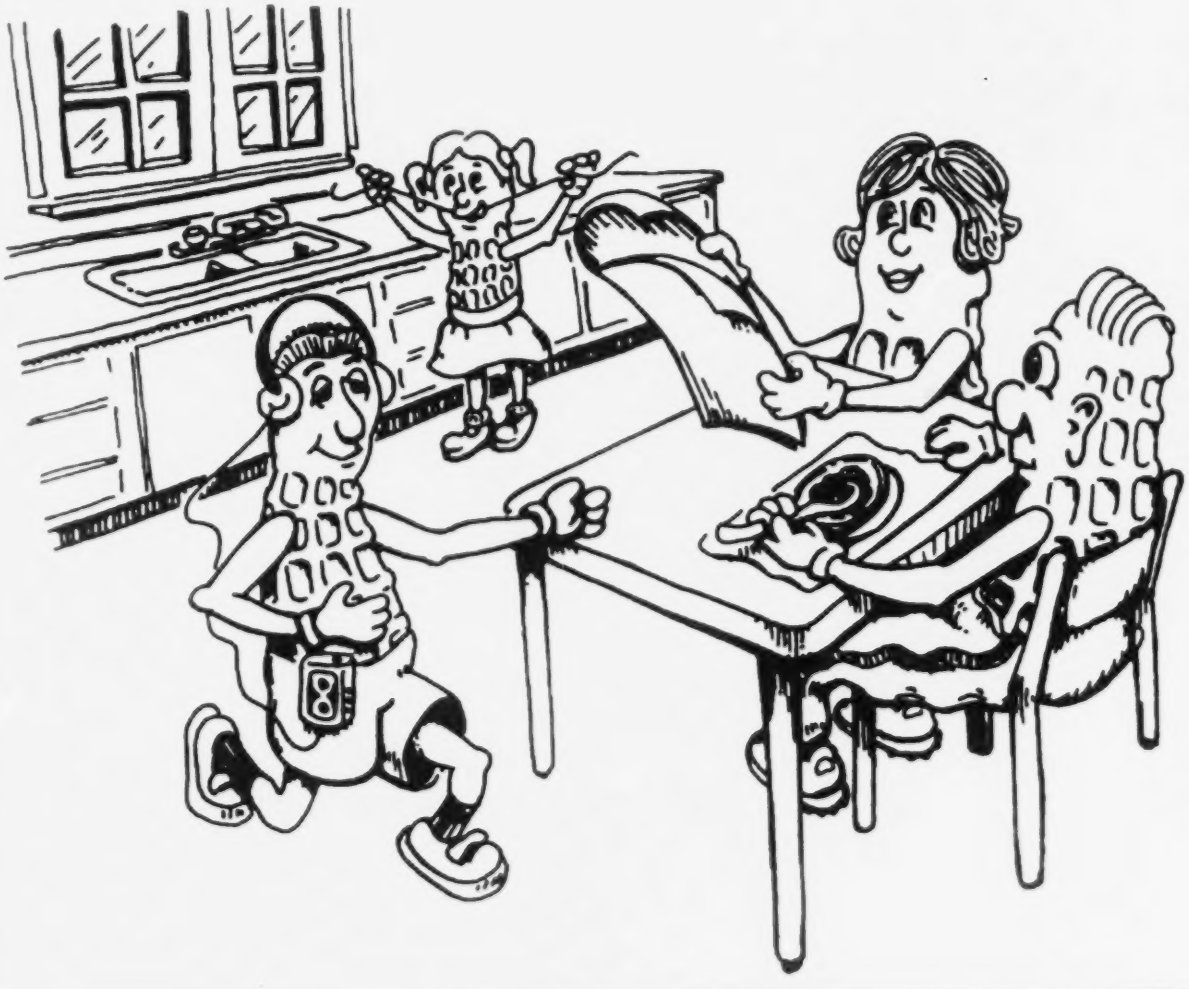
"Yeah, I'll pick one up after work," Mr. Bleepton offers. "My job certainly has caused me to feel anxious lately."

"All this health stuff has made me anxious," Bill shakes his head. "After what we learned in health class, I'm wondering why you read all those strange ads and buy all these crazy health products. I think eating well and exercising are the best way to good health, not all these gimmicks."

"You know what your grandfather said," Bill's dad replies. "An apple a day keeps the doctor away. A vitamin a day and you'll be healthy in every way."

"That's baloney," Bill disagrees. "One food or one product won't give anyone perfect health. You should exercise, choose good foods and make smart health decisions if you want to be really healthy."

"You never do anything we say, do you?" his parents ask. "You're right and we're wrong. You just wait. Your doctor bills will go right through the ceiling some day. Why can't you be more like your sister?"



**STUDENT**

# *Forced Field Analysis of the Bleepton Family*

*Directions*: Decide if each of the following behaviors is health promoting or health denying. Mark a + if it is health promoting or a – if it is health denying.

| Consumer Behavior | + or – |
|---|---|
| 1. Buying medicine each week | |
| 2. Reading magazine ads for health products | |
| 3. Flossing teeth each day | |
| 4. Waking up to loud music | |
| 5. Buying health machines | |
| 6. Taking large doses of vitamins | |
| 7. Eating breakfast | |
| 8. Exercising regularly | |
| 9. Losing weight | |
| 10. Feeling anxious (stress) | |

What conclusions can you make about the Bleepton family?

**TEACHER**

# *A Day in the Life of the Bleeptons*

## *Example*

*Directions*: Read the following story. Circle the words and phrases that indicate health-related behaviors or feelings.

It is a bright, sunny September morning. Sally Bleepton, age 12, is flossing her teeth for the 1,005th straight day. This is the final step of her one-hour morning ritual. Sally's mom, Sarah, is sitting at the kitchen table. She's checking the Wednesday paper, looking for the best prices on the medicine she purchases each week. Sally's dad, Tom, has just finished his daily three-mile run. He sits down to a breakfast of oat-bran hot cereal and megadoses of vitamin C. Bill, Sally's older brother, age 14, awakens to a 90-decibel blast of his favorite heavy metal music.

Is this a typical morning for a typical American family?

"You look worn out, Sally," her father says. "Take some of these vitamins—they'll help you perk up. Look what they've done for me."

"You're right, Dad," Sally agrees. "I can't believe all the weight you've lost. You look like a million bucks. How many should I take?"

"The ad I saw said a person your age should start out with ten pills a day, but maybe you should take more," says Sally's dad.

"Hey, honey, there is a sale on that relaxation machine we saw in that health magazine!" Sally's mother interrupts excitedly. "Shouldn't we go and get one for $49.95?"

"Yeah, I'll pick one up after work," Mr. Bleepton offers. "My job certainly has caused me to feel anxious lately."

"All this health stuff has made me anxious," Bill shakes his head. "After what we learned in health class, I'm wondering why you read all those strange ads and buy all these crazy health products. I think eating well and exercising are the best way to good health, not all these gimmicks."

"You know what your grandfather said," Bill's dad replies. "An apple a day keeps the doctor away. A vitamin a day and you'll be healthy in every way."

"That's baloney," Bill disagrees. "One food or one product won't give anyone perfect health. You should exercise, choose good food and make smart health decisions if you want to be really healthy."

"You never do anything we say, do you?" his parents ask. "You're right and we're wrong. You just wait. Your doctor bills will go right through the ceiling some day. Why can't you be like your sister?"

**TEACHER**

# *Forced Field Analysis of the Bleepton Family*

## *Example Key*

*Directions*: Decide if each of the following behaviors is health promoting or health denying. Mark a + if it is health promoting or a – if it is health denying.

| Consumer Behavior | + or – | *Explanation* |
|---|---|---|
| 1. Buying medicine each week | – | ***Either answer could be justified. The medicine may be needed or they may rely too much on drugs.*** |
| 2. Reading magazine ads for health products | – | ***The major goal is to sell a product. This makes objectivity in ads impossible.*** |
| 3. Flossing teeth each day | | ***Flossing is the only way to effectively remove plaque from some parts of the teeth.*** |
| 4. Waking up to loud music | – | ***Above a certain decibel level, loud music or noise causes irreparable hearing damage.*** |
| 5. Buying health machines | + | ***This depends on the type of machines purchased and the relative need.*** |
| 6. Taking large doses of vitamins | – | ***Many other nutrients are needed by the body. Medical problems can develop from taking overdoses of some vitamins.*** |
| 7. Eating breakfast | + | ***The body is in need of nutrients in the morning. A healthful, balanced breakfast is of course more health promoting than one that is mostly sugar.*** |
| 8. Exercising regularly | + | ***Regular exercise contributes in a positive way to cardiovascular fitness.*** |
| 9. Losing weight | + | ***If done in a sensible way.*** |
| 10. Feeling anxious (stress) | – | ***Anxiety is a normal body response. But it is important to handle stress as a part of life and not let it control us.*** |

What conclusions can you make about the Bleepton family?

STUDENT

# Influence of Television

*Directions*: This activity will help you evaluate your own television-watching habits. Then compare your habits with those of the three students described below. Finally, answer the questions about the scenarios.

## My T.V. Habits

1. How much television do you watch each day? _____ hours

2. Is there a time of day or a time during the week when you watch more television than at other times? Yes or No
   If so, when? _____

3. Have you ever wanted something you saw on television, either in ads or programming, and then gone out and purchased it? Yes or No
   If so, what? _____

## Three Scenarios

1. Dolores, age 12, never lets television interfere with a chance to play sports. If a neighbor wants to play baseball, Dolores is the first one out the door. Her favorite programs are the weekly football or baseball games.

2. James, 13, is a sitcom specialist. He knows everything about every television family. He hopes to be an actor someday. He likes to watch television every evening. He tries to dress like his favorite television star.

3. Melissa, 14, wants to be a lawyer. The programs she watches on television have a ring of excitement and mystery. Her parents watch T.V. with her, and the three of them like to discuss the programs they watch. Melissa tries to exercise during commercial breaks, stretching and bending.

## Questions

1. Which student do you think is most influenced by the television advertisements he or she watches? Why?

**STUDENT**

2. Which student do you think is least influenced by the television advertisements he or she watches? Why?

3. Which student has viewing habits most like yours? How are your viewing habits alike?

4. As you get older, do you think your viewing habits will change? What changes do you think you will make?

STUDENT

# Abstain for Your Brain

*Directions*: For the next 24 hours, you are challenged to abstain from watching television at home. This may be a struggle for some of you, so plan some activities you could do instead.

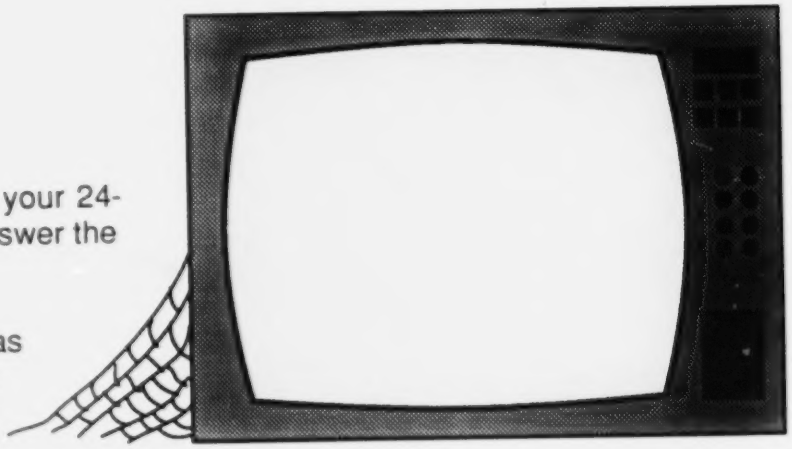
**Alternate Activities**

1.

2.

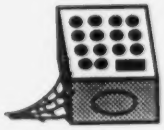
3.

4.



When you have completed your 24-hour assignment, please answer the following questions.

1. What part of the day was most difficult to get through without television?



2. How did your family members respond to you when you did not watch television with them?

3. What did you do instead?

4. Was it hard to find an area of the house where the sound of the television was not present?

5. Do you think you could take this challenge again?

# Ring the Bell

## Case Studies

1. Tiffany wants to be part of the most popular group at school. She looks through clothing magazines for the clothes that are "in." She finally decides to ask the group's leader, Eva, for advice on outfits to buy.

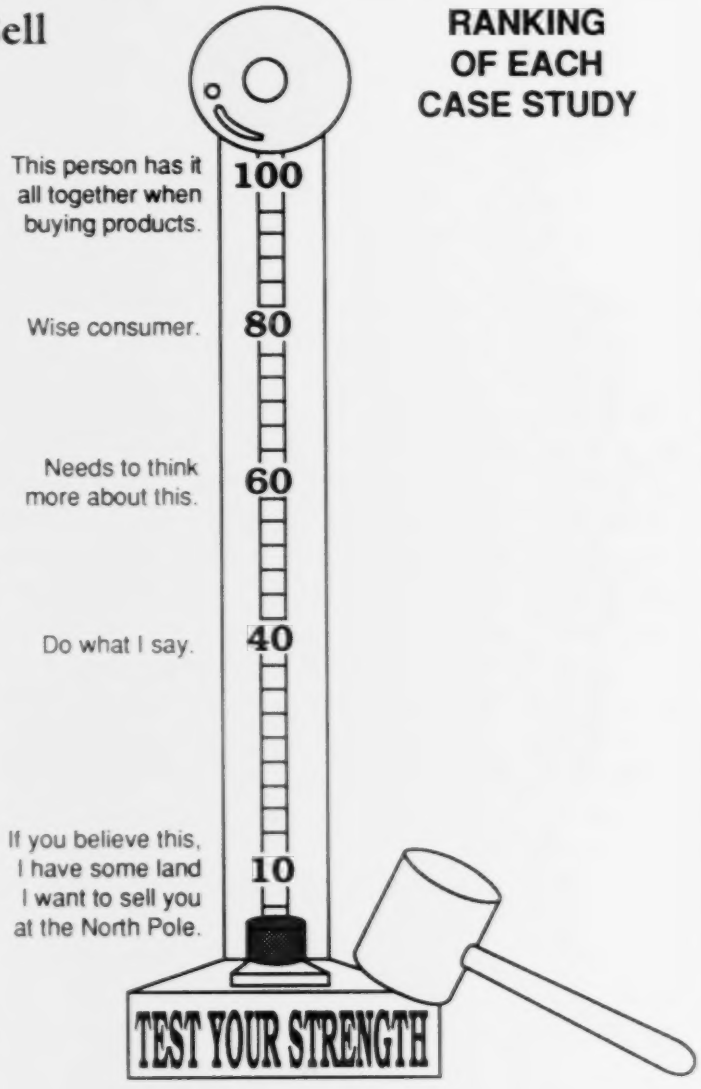
2. Mieko sees an ad on T.V. for the latest in eye shadow. Because the woman in the commercial looks beautiful, Mieko believes that if she buys the product, she will look beautiful too. Besides, Mieko has read in her favorite teen magazine that boys like girls who wear eye shadow.

3. Lance has been looking for the best fitness program to help him get ready for basketball season. He's read five magazines describing different workouts, and decided on the one that would interfere least with his studies. He's also found a friend who wants to join him in his workouts.

4. Judy read an article on weight reduction. She was concerned because the diet program recommended by the article included only a few foods. She decided to ask the school nurse for advice. Judy also read a *Consumer's Report* review of the diet. Based on her research, she decided not to use that diet program.

5. Daniel was looking for a product to help relieve his runny nose. He grabbed the first cough medicine he saw in the drugstore.

**RANKING OF EACH CASE STUDY**


This person has it all together when buying products.
100
Wise consumer.
80
Needs to think more about this.
60
Do what I say.
40
If you believe this, I have some land I want to sell you at the North Pole.
10
TEST YOUR STRENGTH

# Ring the Bell

***Key***

## Case Studies

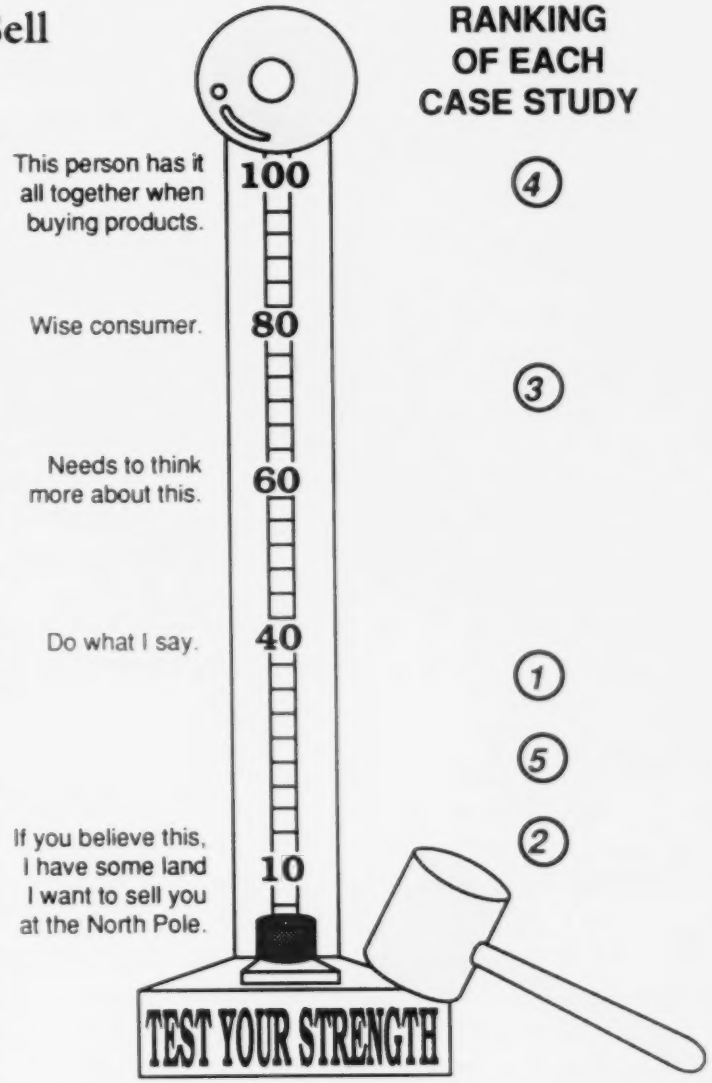
1. Tiffany wants to be part of the most popular group at school. She looks through clothing magazines for the clothes that are "in." She finally decides to ask the group's leader, Eva, for advice on outfits to buy.

2. Mieko sees an ad on T.V. for the latest in eye shadow. Because the woman in the commercial looks beautiful, Mieko believes that if she buys the product, she will look beautiful too. Besides, Mieko has read in her favorite teen magazine that boys like girls who wear eye shadow.

3. Lance has been looking for the best fitness program to help him get ready for basketball season. He's read five magazines describing different workouts, and decided on the one that would interfere least with his studies. He's also found a friend who wants to join him in his workouts.

4. Judy read an article on weight reduction. She was concerned because the diet program recommended by the article included only a few foods. She decided to ask the school nurse for advice. Judy also read a *Consumer's Report* review of the diet. Based on her research, she decided not to use that diet program.

5. Daniel was looking for a product to help relieve his runny nose. He grabbed the first cough medicine he saw in the drugstore.


This person has it all together when buying products.
100
Wise consumer.
80
Needs to think more about this.
60
Do what I say.
40
If you believe this, I have some land I want to sell you at the North Pole.
10
TEST YOUR STRENGTH

**RANKING OF EACH CASE STUDY**

4

3

1

5

2

STUDENT

# Why Do I Buy?

*Directions*: Think about who or what has the greatest influence on your decisions in each of the following areas.

If your **parents** are the greatest influence, put a **P** in the middle column.

If your **friends** or being part of a group has the most influence, use **F**.

If **advertising** has the greatest impact, use **A**.

If some **other** personal reason is involved in that decision, use **O**.

In the last column, write down what kind of consumer choice it is (e.g., food, clothing, grooming product, health care product or health service).

| Consumer Decision | Influence | Type of Consumer Choice |
|---|---|---|
| 1. When I go to a fast food restaurant | | |
| 2. What I choose to eat for lunch at school | | |
| 3. What I eat for snacks | | |
| 4. How often I go to the dentist | | |
| 5. If I buy deodorant | | |
| 6. If I purchase pimple medication | | |
| 7. What type of clothes to wear | | |
| 8. What brand of jeans to buy | | |
| 9. What doctor to see about an injury | | |
| 10. Where I purchase clothes | | |
| 11. If I am going to buy cough medicine | | |
| 12. If I go to see the school nurse | | |

Count the number of *P*s, *F*s, *A*s, and *O*s you have used and write the numbers for each category in the spaces below. Who has the greatest influence on your consumer decisions? Circle the letter corresponding to your greatest influence.

| *Circle One*: | | *Totals*: |
|---|---|---|
| ***P*** (Parents) | = | _____ |
| ***F*** (Friends) | = | _____ |
| ***A*** (Advertising) | = | _____ |
| ***O*** (Other) | = | _____ |

LESSON 3

# THINK BEFORE YOU EAT

## Objectives

Students will be able to analyze nutritional information found on food labels.

Students will be able to identify questionable nutritional claims.

## Time

Two class periods.

## Overview

The American public is becoming increasingly aware of the impact of nutrition on health and disease. Grocery shelves are filled with products with labels that make nutritional claims. As consumers, we must work through the advertising maze to make healthy decisions about the food we eat.

This lesson focuses on nutritional information. Students work in small groups to study food label information. They analyze and discuss fast food choices. Then they explore some of the ways advertisers sell weight-loss diets.

## Instructional Strategies

Class discussion, cooperative learning groups, worksheets.

## Teacher Materials and Preparation

**HAVE:**

✓ Overhead projector.

✓ Four cans of peaches, including a generic brand, a "Lite" brand, and two brand names such as Libby's or Del Monte.

**COPY:**

✓ **Food Labels** worksheet, one for each student.

✓ **Fast Food** worksheet, one for each student.

✓ **Nutritional Hot Air** worksheet, one for each student.

**MAKE:**

✓ Transparency of **Peaches**.

**REVIEW:**

✓ **Fast Food *Key***.

✓ **Nutritional Hot Air *Key***.

## Procedure

■ Tell students that in order to become smart health consumers, we must be aware of the nutritional information presented on product labels. Whether considering calorie content, animal fat content or protein content, we need to be aware of labels and the ways they differ.

An example of these differences is *serving size*. Labels on some brands of canned peaches indicate that 1/2 cup is the serving size, so there are four servings in a 16-ounce can. Other brands use a 1-cup serving size, which equals two servings in a 16-ounce can. Both labels are correct, but the consumer can be confused by quantities listed for comparison purposes.

Using the **Peaches** transparency, lead a class discussion of labels and what they tell us. Be sure to include the following points:

- *Serving size*—This can be misleading unless compared with other like products. The truly helpful label has volume (the

amount of space, e.g., 2 cups) amounts as well as weight amounts.

- *Nutrients*—Fat, protein and carbohydrates must be listed. Only animal-originated products and palm and coconut oil contain saturated fat.
- *Ingredients*—These are listed from the one present in greatest weight in descending order.
- *U.S. Recommended Daily Allowances (RDAs)*—These indicate what percentage of the recommended daily allowance of vitamins, minerals and protein for people age 4 and over the product contains. Product makers are only required to list the percentages for protein, vitamins A and C, thiamine, riboflavin, niacin, calcium and iron.
- *Calorie count*—The federal government has a tolerance of 20 percent variance in stating a product's calorie count. In other words, a product listed as having 100 calories may actually have as few as 80 calories—or as many as 120 calories.

■ Divide the class into four cooperative groups, and give each group one of the peach cans you've collected. Distribute the **Food Labels** worksheet. Tell students to answer the questions about the brand they have, and then pass the can on to the next group. After groups have examined all four cans, ask each group to decide which brand it would choose and why. Compare the group results in a class discussion.

*Note*: A comparison of fruit juices based on the percentage of actual fruit present in some of the containers is also an interesting study.

■ Tell students that surveys indicate that 20 percent of Americans visit a fast food restaurant each day. Of these 50 million Americans, some 30 million have expressed concern about the nutrition of fast food. Most of the consumers surveyed indicated that fast food restaurants have improved in the last ten years, primarily with the introduction of tossed salads. It is estimated that one out of every seven people now eats salad at a fast food restaurant.

Wise consumers must know what they are eating. In 1985, the Center for Science in the Public Interest reported that animal fat was used for cooking at most fast food chains. In response to public pressure, many of these restaurants have switched to vegetable oil or a combination of oils for frying.

Distribute the **Fast Food** worksheet and discuss the choices, using the **Fast Food *Key*** as a resource.

■ Tell students that we live in a weight-conscious world of diet and exercise programs. In the United States, billions of dollars are spent on these programs every year. Dieting is an obsession for many American teens as well. Because of this obsession, diet-related "scams" abound.

Point out that this national obsession with dieting is related to the belief that thin (and only thin) people are beautiful, as commonly portrayed on T.V. and in other media. Young people must be helped to understand that dieting for weight loss is a serious undertaking. Current thinking of many professionals in the field is that dieting can be dangerous for adolescents.

Distribute the **Nutritional Hot Air** worksheet and tell students to read the list of fictitious ad claims. Tell them to decide what is wrong with the ad and where they could go to get accurate information. Use the **Nutritional Hot Air *Key*** for a class discussion about the claims.

List the following guidelines on the board or on a transparency.

*Sample Guidelines for Weight Loss Dieting*

1. See your doctor or dietician before starting ***any*** diet or weight loss program.
2. Check the program with the Better Business Bureau or your dietician.
3. Include regular exercise as part of your program.
4. Eat a variety of foods.

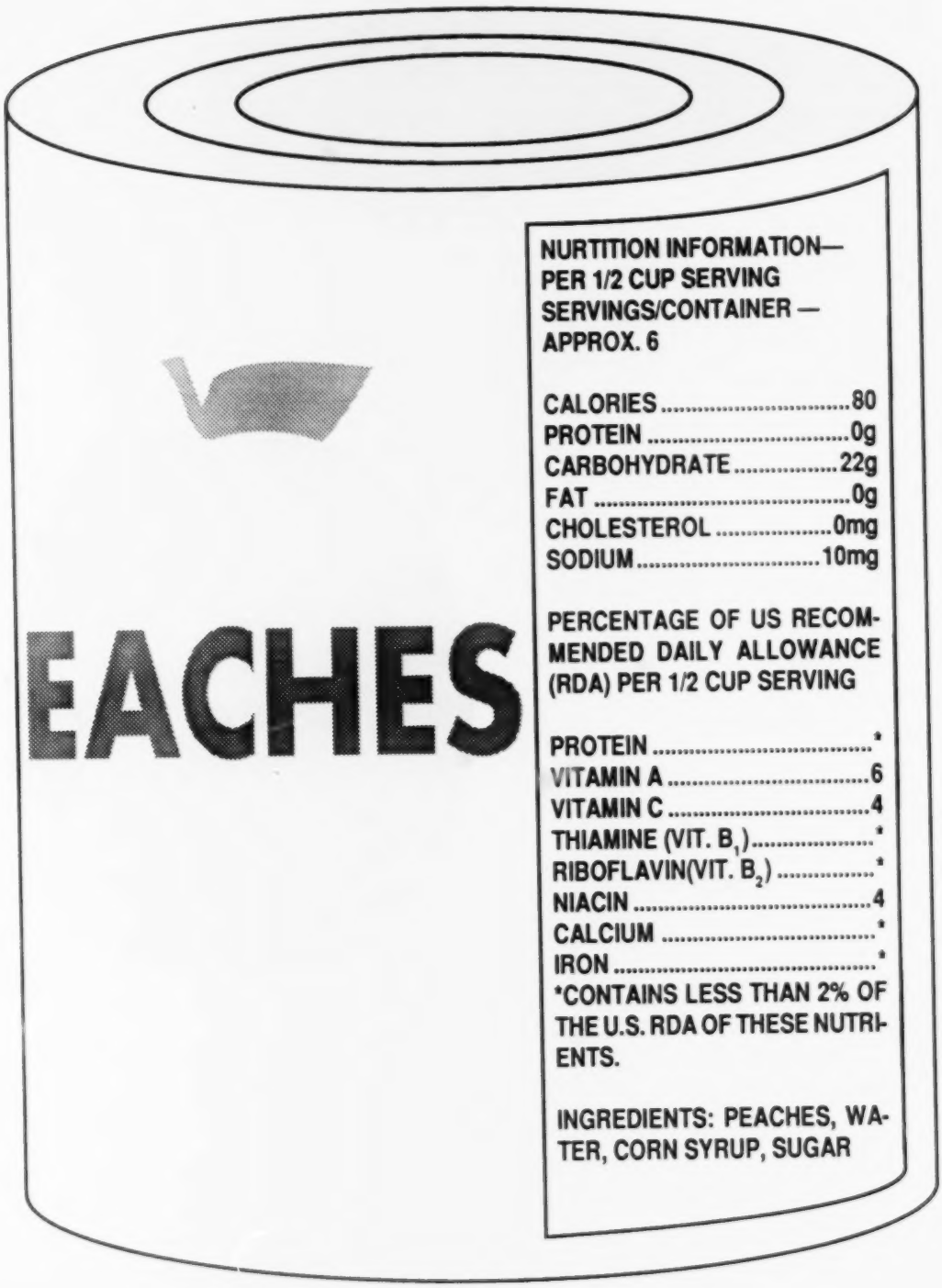
## Evaluation

Have students use the **Food Labels** worksheet to assess one food product they often eat at home.

Divide students into groups of four, and have each group develop an example of a questionable nutritional claim. Then have each group present its claim to the rest of the class—explaining why the claim is questionable.

TEACHER

# PEACHES



STUDENT

# Food Labels

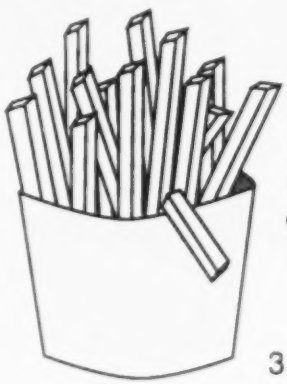
| | #1 Generic | #2 Lite | (Brand name such as Libby's) #3 _____ | (Brand name such as Del Monte) #4 _____ |
|---|---|---|---|---|
| 1. Cost of the product | | | | |
| 2. Serving size | | | | |
| 3. # of servings in the container | | | | |
| 4. # of calories per serving | | | | |
| 5. Grams of protein per serving | | | | |
| 6. Grams of carbohydrates per serving | | | | |
| 7. Grams of fat per serving | | | | |
| 8. Percentage of vitamins: **A** = | % | % | % | % |
| **C** = | % | % | % | % |
| 9. Additives | | | | |
| 10. As a consumer, which product would you buy? Why? | | | | |

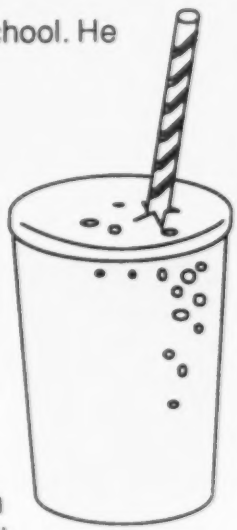
STUDENT

# Fast Food

*Directions*: Read about the fast-food choices of five teens. Decide if they've made wise choices. Explain the nutritional problems that may result from each choice.

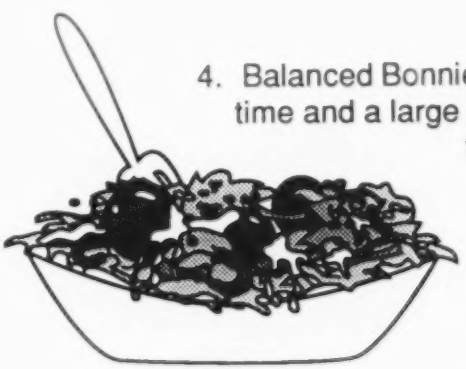
1. Fast-Food Freddy goes to a fast-food restaurant every day after school. He always orders french fries and a shake.





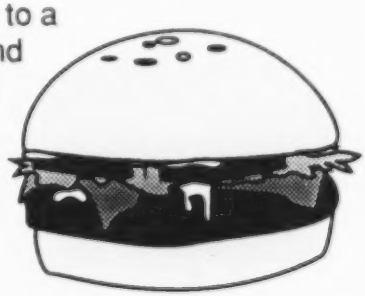
2. Salad Sally goes to a fast-food restaurant once a week. She is concerned about calories, so she chooses salad and uses a low-calorie dressing.

3. Hamburger Harvey's nickname comes from his favorite food. If presented with a choice, he will always pick the largest cheeseburger and add lots of ketchup.



4. Balanced Bonnie may try a fish sandwich one time, a salad the next time and a large burger the next. She never chooses the same item two times in a row.

5. Condiment Cal goes to a fast food restaurant and orders sandwiches without condiments such as mayonnaise or ketchup.



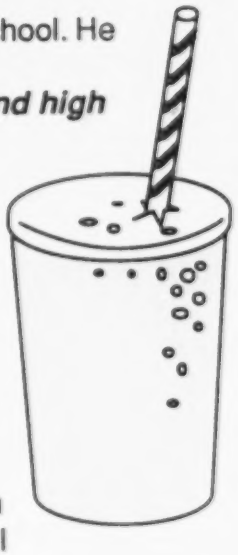
TEACHER

# Fast Food

## *Key*

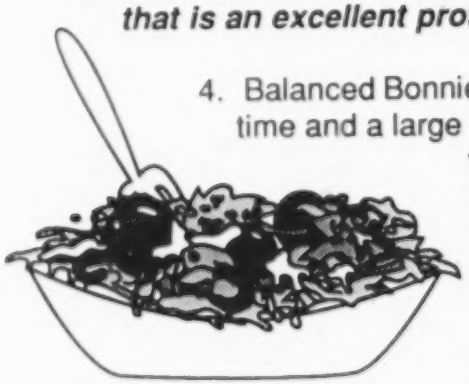
*Directions*: Read about the fast-food choices of five teens. Decide if they've made wise choices. Explain the nutritional problems that may result from each choice.

1. Fast-Food Freddy goes to a fast-food restaurant every day after school. He always orders french fries and a shake.
***Poor choices; both items have very little nutritional value, and high fat and calorie counts.***



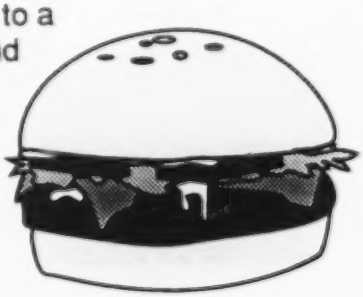
2. Salad Sally goes to a fast-food restaurant once a week. She is concerned about calories, so she chooses salad and uses a low-calorie dressing.
***Good choice; good nutrient-to-calorie ratio.***

3. Hamburger Harvey's nickname comes from his favorite food. If presented with a choice, he will always pick the largest cheeseburger and add lots of ketchup.
***Poor choice for a steady diet, due to high fat content. He should consider leaner meats such as baked chicken or fish. Tofu is a non-meat alternative that is an excellent protein source.***



4. Balanced Bonnie may try a fish sandwich one time, a salad the next time and a large burger the next. She never chooses the same item two times in a row.
***Good choice; striving for balance and variety in choice of food items. Note: Some of her choices are higher in calories and sodium than others.***

5. Condiment Cal goes to a fast food restaurant and orders sandwiches without condiments such as mayonnaise or ketchup.
***Good choice; you could subtract as much as 150 calories from your meal by doing what he is doing.***



STUDENT

# Nutritional Hot Air

*Directions*: Read these fictitious ad claims for diet programs and decide what is wrong with the claim. Suggest a better source of information if you can.

1.
**Join our diet program and we will determine the *exact*, ideal weight for you.**

2.
***We are new here, but check out these satisfied customers!***

3.
A 500-calories-a-day diet that allows you to actually see the pounds shed right before your eyes.

4.
***Our program is so safe, a doctor is not necessary.***

6.
NO GIMMICKS, NO CONTRACT.

5.
We will tell you up-front how much our program is going to cost, as well as provide on-site medical care.

7.
No exercise necessary.

TEACHER

# Nutritional Hot Air

***Key***

*Directions*: Read these fictitious ad claims for diet programs and decide what is wrong with the claim. Suggest a better source of information if you can.

1.

**Join our diet program and we will determine the *exact*, ideal weight for you.**

***The term "exact" makes this a false claim. They can determine a percentage of body fat based on bone structure and height.***

2.

***We are new here, but check out these satisfied customers!***

***New programs should be checked by calling the Better Business Bureau or a local consumer organization. "Satisfied customers" may have been paid by the program owner to promote it.***

3.

A 500-calories-a-day diet that allows you to actually see the pounds shed right before your eyes.

***A 500-calories-a-day diet is unhealthy and perhaps dangerous, especially for teens. Because teens are growing, a doctor or dietician should be consulted.***

4.

***Our program is so safe, a doctor is not necessary.***

***You should have a medical person to consult. Check with your own doctor first.***

5.

We will tell you up-front how much our program is going to cost, as well as provide on-site medical care.

***Some positive ad qualities.***

6.

NO GIMMICKS, NO CONTRACT.

***Little information is provided. This phrase could be just another way of saying "pay up" before you begin the program.***

7.

No exercise necessary.

***Dieting without exercise can lead to future weight control problems and an increase in the amount of body fat.***

LESSON 4

# WILL THEY LIKE ME MORE?

## Objectives

Students will be able to identify some beneficial products for skin care and hair care.

Students will be able to differentiate between antiperspirant and deodorant products.

## Time

One class period.

## Overview

Research studies have indicated that adolescents have an overriding desire to be accepted by their peers. There are many secondary reinforcers teens may think they need in order to be accepted—hair style, in-style clothing, cleanliness, lack of body odor and smooth, acne-free skin.

In this lesson, students study products for skin care, hair care and body odor by considering the concerns of some fictitious teens.

Students give advice or make decisions for these teens based on the problems or behaviors of the teens.

## Instructional Strategies

Class discussion, cooperative learning groups, worksheets.

## Teacher Materials and Preparation

**HAVE:**

✓ Overhead projector.

**COPY:**

✓ **Products I Might Buy**, one for each student.
✓ **The Scientific Approach to Clean Skin** worksheet, one for each student.
✓ **Dancing Decisions** worksheet, one for each student.
✓ **Super Shampoo Sleuth** worksheet, one for each student.

**MAKE:**

✓ Transparency of **Health and Beauty Products**.

**REVIEW:**

✓ **The Scientific Approach to Clean Skin *Key*.**
✓ **Dancing Decisions *Key*.**
✓ **Super Shampoo Sleuth *Key*.**

## Procedure

■ Distribute the student information sheet **Products I Might Buy**. Show students the **Health and Beauty Products** transparency. Tell them that there are five basic types of skin-care products on the market today, with thousands of brand names in the five categories. Review the categories of skin-care products listed on the transparency, and discuss these products briefly with students.

■ Divide the class into small groups. Distribute **The Scientific Approach to Clean Skin** worksheet. Tell students to discuss the questions about skin care in their groups. When students have completed the worksheet, review their answers in a class

discussion, using **The Scientific Approach to Clean Skin *Key*** as a guide.

Note that soap and water may provide the lowest-cost and most effective skin care, especially when combined with a nutritious diet and a regular exercise program.

■ Tell students that five popular teens are looking forward to Friday's big dance. They know that perspiration is a normal function of the body—that it helps regulate temperature, rid the body of waste products and keep the skin moist.

But when perspiration liquids mix with bacteria on the skin, odors usually result. Our society has developed two ways of handling these odors. Point out the definitions of antiperspirants and deodorants on the **Products I Might Buy** student information sheet.

Distribute the **Dancing Decisions** worksheet. Tell students to work with their groups to develop advice for the teens in the situations. When students have had time to complete the worksheet, discuss their responses as a class, using the **Dancing Decisions *Key*** as a guide.

Suggest that a program of washing in the areas of sweat production, combined with the use of an antiperspirant or deodorant, provides good hygiene.

■ Tell students that five fabulous teens were shocked to find out in health class that their hair was dead.

"Dead!" screamed Maria. "Gross me out. But why are all these products claiming to 'make healthy hair' or 'give new life to dull, lifeless locks'?"

The teens found that hair care products help your hair look better when they are combed through to cover the hair cells. But the teens also learned that the improvement lasts only a short time. Tell students to read the definitions of shampoo and conditioners on the **Products I Might Buy** student information sheet.

Tell students that there are so many types of products on the market it's hard to determine which are effective. Distribute the **Super Shampoo Sleuth** worksheet. Tell students to work together in their groups to answer the questions.

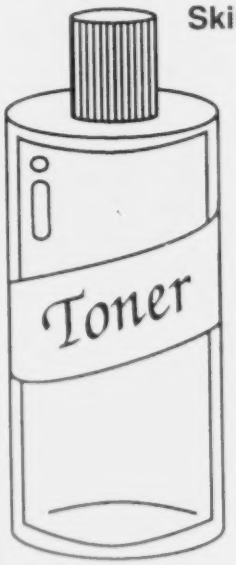
When all groups are finished, review the worksheet with the class, using the **Super Shampoo Sleuth *Key*** as a guide. Lead the class to conclude that the best way to choose a hair care product is by trial-and-error.

## Evaluation

Observe student responses in their groups and in class discussion to assess their ability to identify effective personal care products.

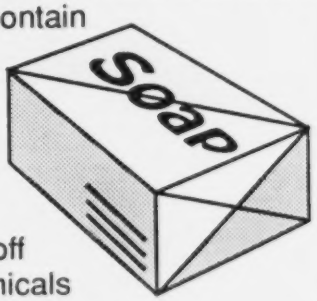
STUDENT

# Products I Might Buy




## Skin-Care Products

*Standard soaps*—These products help remove skin cell debris, oil and dirt. They are used with water. Soaps contain a base product to dry the skin, as well as a fat such as vegetable oil to keep the skin cells smooth.




*Cleansing creams*—Oil-based cleansing creams are removed with tissues. Water-based cleansing creams can be washed off with water. Cleansing creams contain chemicals that retain moisture to keep the skin soft. They are usually applied with cotton pads or tissues.

*Scrubs*—Scrubs use coarse chemicals or other ingredients to remove dead cells, oil and dirt. They often have gritty ingredients like oatmeal that scrub the surface layer and remove dirt. Scrubs are usually applied with a rough sponge applicator.

*Masks*—Masks cover the skin and get in the pores to help remove oil, dirt and dead cells. Some masks are peeled off. Others are washed off. Masks are applied with cotton pads or tissues.

*Toners*—The alcohol in toners helps dissolve grease and dirt. Toners are usually applied with cotton pads or tissues.

## Body-Odor Preparations

*Antiperspirants*—These products contain chemicals that reduce the amount of perspiration the body produces.

*Deodorants*—The chemicals in deodorants cover or mask odors.

## Hair-Care Preparations

*Shampoos*—Shampoos contain a basic soap substance that removes oil and dead cells from the hair and scalp.

*Conditioners*—Conditioners replace some of the oil that shampoos wash out. They help make hair smooth and easy to comb. Lanolin is often used as a conditioner. It can be used in both shampoos and conditioners.

# *Health and Beauty Products*

**Skin-Care Products**

*Standard Soaps*
*Cleansing Creams*
*Scrubs*
*Masks*
*Toners*

**Body-Odor Preparations**

*Antiperspirants*
*Deodorants*

**Hair-Care Preparations**

*Shampoos*
*Conditioners*

STUDENT

## *The Scientific Approach to Clean Skin*

*Directions*: Read the following examples of skin-care dilemmas as commonly presented in ads. Discuss each problem with your group to decide what each of these teens should do.

1. Patti read about a skin-care product that contained fresheners. The product also claimed to tone the skin. After using this product, Patti had sore, irritated skin. What should she do now?

**STUDENT**

2. Juan saw a T.V. ad about the presence of oatmeal in some skin-care preparations. He thought about the five types of preparations his class had discussed at school. Which category do you think this type of product falls into? Why? Should Juan use it?

3. Alicia is concerned because she has been treated for allergies to pollens and molds. She recently read an ad for hypoallergenic skin-care cream. Can she buy the product without worrying about possible allergies?

4. Paul doesn't believe in all these new products for skin care. He saw an ad on television that said healthy skin has a pH of 4.5 to 5.6. The pH value indicates whether a substance is acid, base or neutral. The pH value of healthy skin is mildly acidic. The ad Paul saw said most soaps have a pH of 7 or above, which means they are alkaline or basic. He decides to use the advertised pH-balanced soap with a pH of 7 exactly. What do you think will happen to his skin when he uses this product?

5. Nancy uses all of the products discussed at the beginning of this lesson each morning and evening, as well as five times a day at school. She can't understand why her skin remains so dry. What advice would you give her?

**TEACHER**

# *The Scientific Approach to Clean Skin*

***Key***

*Directions*: Read the following examples of skin-care dilemmas as commonly presented in ads. Discuss each problem with your group to decide what each of these teens should do.

1. Patti read about a skin-care product that contained fresheners. The product also claimed to tone the skin. After using this product, Patti had sore, irritated skin. What should she do now?

   ***Because alcohol is present in many fresheners and toners, one side effect is sore, irritated skin. Patti should discontinue use of the product.***

2. Juan saw a T.V. ad about the presence of oatmeal in some skin-care preparations. He thought about the five types of preparations his class had discussed at school. Which category do you think this type of product falls into? Why? Should Juan use it?
***It is a scrub, because of the abrasive quality of oatmeal. This product may be combined with a cream so it will not be too irritating to the skin. Juan could try it, following the directions on the label.***

3. Alicia is concerned because she has been treated for allergies to pollens and molds. She recently read an ad for hypoallergenic skin-care cream. Can she buy the product without worrying about possible allergies?
***No. There is no guarantee that "hypo-" means allergy-free. It means "less likely to cause allergy." Alicia could ask her doctor or allergist to recommend skin-care products for her use.***

4. Paul doesn't believe in all these new products for skin care. He saw an ad on television that said healthy skin has a pH of 4.5 to 5.6. The pH value indicates whether a substance is acid, base or neutral. The pH value of healthy skin is mildly acidic. The ad Paul saw said most soaps have a pH of 7 or above, which means they are alkaline or basic. He decides to use the advertised pH-balanced soap with a pH of 7 exactly. What do you think will happen to his skin when he uses this product?
***The soap is probably less irritating to the skin than some others, because it is neutral and closer to the skin's natural pH.***

5. Nancy uses all of the products discussed at the beginning of this lesson each morning and evening, as well as five times a day at school. She can't understand why her skin remains so dry. What advice would you give her?
***Constant washing removes water and oil in skin cells. Multiple cleansings will cause further drying. Nancy should use the products only as directed. She could try a cream that would decrease the dryness of her skin.***

STUDENT

# *Dancing Decisions*

*Directions*: Read the following situations. Discuss each situation with your group, and decide what advice to give these five fearless teens.

1. Tom had to work all day at the store and did not have time to shower before the dance. Should he use a deodorant or an anti-perspirant?

2. Keiko read in a consumer magazine that products that contain aluminum salts are the safest antiperspirants on the market. Should Keiko look at labels for products with aluminum salts? Why or why not?

3. Mark was alarmed one day when after a workout with the cheerleading squad, he had an off-color sweat on his forehead that his friends noticed and told him about. Should he go to a doctor?

4. Anna is concerned about developing odor when she dances. In addition to using a deodorant, she has been washing under the arms daily with a mild deodorant bar. Is she making a wise consumer choice? Why or why not?

5. Will has piled on the cologne for tonight's dance, thinking the cologne will block any odor that could develop. Is he right?

**TEACHER**

# *Dancing Decisions*

## Key

*Directions*: Read the following situations. Discuss each situation with your group, and decide what advice to give these five fearless teens.

1. Tom had to work all day at the store and did not have time to shower before the dance. Should he use a deodorant or an anti-perspirant?
   ***He should probably shower and be late for the dance. Neither product will be effective after a day's work, when bacteria and perspiration have been active.***

2. Keiko read in a consumer magazine that products that contain aluminum salts are the safest antiperspirants on the market. Should Keiko look at labels for products with aluminum salts? Why or why not?
   ***The FDA has determined that aluminum-salt products like aluminum chloride are the safest forms of antiperspirants. Roll-ons show the highest rates of effectiveness in recent studies. Zinc oxides are an example of anti-bacterial agents.***
   *Note*: Aluminum-salt antiperspirants are under study because aluminum has been found in higher amounts in people suffering with Alzheimer's disease. It is not known, however, if there is any relationship to the use of antiperspirants.

3. Mark was alarmed one day when after a workout with the cheerleading squad, he had an off-color sweat on his forehead that his friends noticed and told him about. Should he go to a doctor?
   ***Yes, go to a doctor if you notice anything unusual.***
   *Note*: There are three sweating problems that students should consider seeing a physician about: chromidrosis (colored sweat), bromidrosis (terrible odor) and hyperhidrosis (extreme sweating at all times). These are biochemical conditions that need medical care.

4. Anna is concerned about developing odor when she dances. In addition to using a deodorant, she has been washing under the arms daily with a mild deodorant bar. Is she making a wise consumer choice? Why or why not?
   ***Yes, a deodorant soap is an effective way of killing bacteria that thrive on the products of the sweat gland. However, she should discontinue use if she gets a rash under her arms. The rash indicates an allergic reaction. She shouldn't use the deodorant bar on her face.***

5. Will has piled on the cologne for tonight's dance, thinking the cologne will block any odor that could develop. Is he right?
   ***No, cologne may mask odors and slow bacterial growth, but it has only a short-term effect before the odors start to appear again. Also, too much cologne may bother other people, especially girls, whose olfactory systems are more sensitive than boys. People with allergies are also sensitive to heavy colognes and perfumes.***

**STUDENT**

## *Super Shampoo Sleuth*

*Directions*: In this activity, you, the consumer, will try to solve the dilemmas these teens face in the same way a detective might. From your consumer-conscious point of view, explain each teen's experience with the use of a hair-care product.

1. Vickie and Maria decided to try the same shampoo and conditioner, because both girls thought they had dry hair. They could not figure out why the product made Maria's hair look great, while Vickie's hair looked limp and messy. Why do you think this might happen?

2. Laura is plagued by the split ends she developed after her $50 permanent. She tried a product that seemed to work by causing the split ends to fuse together, but this effect lasted only two days. What would be the longest-lasting, most effective treatment for these split ends?

3. Carlos decided to survey the students in his class on the type of hair they had. In his survey, he found students with dry hair, oily hair, and hair treated with chemical permanents and color. He also found that most people did not use products that were special for their hair type. Why do you, the consumer, think this might be?

4. Debbie has used a low-cost drugstore shampoo without any major concerns over the last three years. Her switch to an expensive "natural" product brought little results. Why?

5. Tony saw an ad about a product that claimed to remove residues from the hair after shampooing. Tony bought it and tried it, but his hair seemed basically the same in combing and appearance. Why?

# Super Shampoo Sleuth
## Key

*Directions*: In this activity, you, the consumer, will try to solve the dilemmas these teens face in the same way a detective might. From your consumer-conscious point of view, explain each teen's experience with the use of a hair-care product.

1. Vickie and Maria decided to try the same shampoo and conditioner, because both girls thought they had dry hair. They could not figure out why the product made Maria's hair look great, while Vickie's hair looked limp and messy. Why do you think this might happen?
***Different products have different effects for different people. Trial and error is probably the best way to find the most effective product for each person.***

2. Laura is plagued by the split ends she developed after her $50 permanent. She tried a product that seemed to work by causing the split ends to fuse together, but this effect lasted only two days. What would be the longest-lasting, most effective treatment for these split ends?
***Cut them off.***

3. Carlos decided to survey the students in his class on the type of hair they had. In his survey, he found students with dry hair, oily hair, and hair treated with chemical permanents and color. He also found that most people did not use products that were special for their hair type. Why do you, the consumer, think this might be?
***Most shampoos have different mixtures and combinations of ingredients. People generally stay with what works best for them.***

4. Debbie has used a low-cost drugstore shampoo without any major concerns over the last three years. Her switch to an expensive "natural" product brought little results. Why?
***A higher price does not guarantee good results. The effectiveness of shampoo is best tested through trial-and-error.***

5. Tony saw an ad about a product that claimed to remove residues from the hair after shampooing. Tony bought it and tried it, but his hair seemed basically the same in combing and appearance. Why?
***Actually, many of these products leave a chemical on the hair that coats the hair shaft. The coating makes the hair easier to comb, but will be removed the next time you wash your hair. This impact on the hair is about the same for most hair-cleaning products.***

LESSON 5

# MEDICAL CARE CHOICES

## Objectives

Students will be able to use appropriate criteria to evaluate health care personnel when seeking treatment for various medical problems.

## Time

One class period.

## Overview

Medical care in the United States has evolved into a complex industry that consumers struggle to understand. At one time the family doctor controlled consumer health services. Today's consumer, however, must choose from a bewildering array of health care specialists—from biofeedback technicians to sports medicine therapists.

In this lesson, students study some medical practitioners and analyze the types of problems various medical personnel can effectively treat.

## Instructional Strategies

Class discussion, cooperative learning groups, worksheets.

## Teacher Materials and Preparation

COPY:

- ✓ **Who's Taking Care of You?** worksheet, one for each group.
- ✓ **Where Should I Go?** worksheet, one for each student.
- ✓ **Choosing a Doctor** worksheet, one for each student.

PREPARE:

- ✓ **Choosing a Doctor** cards. Write each of the ten factors listed on the **Choosing a Doctor** worksheet on a piece of paper or cardboard for display during classroom discussion of the worksheet.

REVIEW:

- ✓ **Who's Taking Care of You?** ***Key***.
- ✓ **Where Should I Go?** ***Key***.

## Procedure

■ Divide the class into groups of two or three students. Distribute the **Who's Taking Care of You?** worksheet. Discuss the scenarios with students, using the **Who's Taking Care of You?** ***Key*** as a guide.

When students have completed the worksheet, lead a class discussion around the following issues:

- Who had the greatest training of the five?
- Why do people try to treat more problems than their training has prepared them to treat?
- As a consumer, how can you know when a person is prescribing more than is necessary for your particular medical condition?

■ Tell students that whether you need treatment for a skin rash or help for a family member with an alcohol problem, health care providers abound. Distribute the **Where Should I Go?** worksheet. Tell students to read the medical problems. For each problem, students should decide which of the suggested health care providers would offer the best medical care.

Allow students to work on the worksheet individually or in small groups. When students have finished, review the answers with the class, using the **Where Should I Go?** ***Key*** as a guide.

■ Tell students that now they are going to look at the decision-making process with respect to choosing medical personnel. Even though medical care choices are often made for students by their parents, students should practice the decision-making process.

Distribute the **Choosing a Doctor** worksheet. Tell students to read the list of ten issues involved in deciding on a family physician and rank the issues from most important to least important.

Display the **Choosing a Doctor** cards in front of the class. Lead a class discussion of the issues, moving the cards around to reflect student opinion.

You should be prepared to tell students where to obtain more information. Places or people that offer information about prospective physicians include the following:

- a nearby medical school
- the local hospital
- local nurses or pharmacists, who sometimes staff hotlines offered as a service by some hospitals
- a physician from your previous community, if you have recently moved

## Evaluation

As a homework assignment, have students rate their own health care providers on the ten criteria discussed in class by assigning letter grades. A = excellent, B = good, C = average, D = needs improvement, F = find a new provider!

## Follow-up/ Extension

As a homework assignment, have students write an example of a medical problem, and come up with a question about treatment for it that they can ask other students at the start of the next class.

STUDENT

# Who's Taking Care of You?

*Directions*: Read about each of the health care providers below. Then discuss with your group the answer to the question about each person.

1. Samantha is a licensed physical therapist who has had a lot of training in handling such medical problems as frozen shoulders, knee injuries and ankle problems. She works with local sports teams in the evening and teaches CPR classes at the YMCA.

   What kinds of health problems is she qualified to treat?

2. Charles received his nutritional consultant degree in 1983. He has opened his own clinic, which specializes in nutritional treatment for all types of cancer. He recommends heavy doses of vitamin B19 (another name for laetrile) for treatment of cancer. This treatment has been reported in many Mexican newspapers; however, it has not passed FDA tests for effectiveness in the United States.

   What kinds of health problems is he qualified to treat?

3. Maria is a periodontist known world-wide for her work in the area of gum disease. She has studied the use of devices to prevent plaque buildup and the impact of diet on plaque development. She has performed more than 2,000 successful gum surgeries in her career.

   What kinds of health problems is she qualified to treat?

**STUDENT**

4. For the last ten years, Sal has practiced counseling at an adolescent treatment center for drug problems. He recently attended a one-day biofeedback workshop. Now he advertises himself as a biofeedback specialist.

   What kinds of health problems is he qualified to treat?

5. Jennifer recently completed her medical degree with an emphasis on family medical practice. She has moved to West Yellowstone, Montana, to open her own practice. In her first month she has treated all types of medical problems, from mumps to migraine headaches—including broken bones.

   What kinds of health problems is she qualified to treat?

**TEACHER**

# Who's Taking Care of You?

## *Key*

*Directions*: Read about each of the health providers below. Then discuss with your group the answer to the question about each person.

1. Samantha is a licensed physical therapist who has had a lot of training in handling such medical problems as frozen shoulders, knee injuries and ankle problems. She works with local sports teams in the evening and teaches CPR classes at the YMCA.

   What kinds of health problems is she qualified to treat?
   ***She is qualified to treat physical injuries and their management.***

2. Charles received his nutritional consultant degree in 1983. He has opened his own clinic, which specializes in nutritional treatment for all types of cancer. He recommends heavy doses of vitamin B19 (another name for laetrile) for treatment of cancer. This treatment has been reported in many Mexican newspapers; however, it has not passed FDA tests for effectiveness in the United States.

   What kinds of health problems is he qualified to treat?
   ***His qualifications are questionable for any treatment because he is recommending the use of a drug that is not legal in the United States. B19 is another name for laetrile, a drug made from apricot pits, which is purported to help with cancer treatment.*** Note: Current thinking is that nutrition plays an important role in the prevention of many kinds of cancer and other disease as well, such as heart disease. The important distinction, however, is prevention vs. treatment.

3. Maria is a periodontist known world-wide for her work in the area of gum disease. She has studied the use of devices to prevent plaque buildup and the impact of diet on plaque development. She has performed more than 2,000 successful gum surgeries in her career.

   What kinds of health problems is she qualified to treat?
   ***As a dental specialist, she is qualified to treat problems in the area of gum disease. Also, she would probably be able to handle basic dental problems, depending on her training and experience.***

4. For the last ten years, Sal has practiced counseling at an adolescent treatment center for drug problems. He recently attended a one-day biofeedback workshop. Now he advertises himself as a biofeedback specialist.

   What kinds of health problems is he qualified to treat?
   ***Regarding biofeedback, he is making treatment claims for which he has little experience. He should not promote himself as a "specialist" until he gains further experience. He is qualified to practice drug treatment counseling given the skills he has developed over time. He needs to obtain further experience in biofeedback.***

5. Jennifer recently completed her medical degree with an emphasis on family medical practice. She has moved to West Yellowstone, Montana, to open her own practice. In her first month she has treated all types of medical problems, from mumps to migraine headaches—including broken bones.

   What kinds of health problems is she qualified to treat?
   ***As a general practice doctor, she is most likely capable of treating or referring any medical problem presented to her.***

STUDENT

# Where Should I Go?

*Directions*: Read the consumer health situations. Circle the kind of health care provider you think would best handle the problem.

1. You have just fallen down the steps at school and suffered a badly bruised knee. Whom would you see?

   *school nurse*

   **school doctor**

   school psychologist

2. You have a cold that seems to last forever. Whom would you ask for advice about an effective cold medicine?

   **doctor**

   *physical therapist*

   **pharmacist**

3. You have been complaining of severe headaches that have occurred weekly in the past month or so. They seem to happen after major tests or assignments. Whom would you see?

   **medical doctor**

   **pharmacist**

   *physical therapist*

**STUDENT**

4. Over the weekend you dived for a softball in a pickup game. Now you can't raise your arm above your shoulder. Whom should you see?

**doctor**

*physical therapist*

*nurse*

5. You have a slight case of acne but want to look good for the upcoming Halloween dance. Whom would you see?

**doctor**

*school nurse*

**pharmacist**

**TEACHER**

# Where Should I Go?

***Key***

*Directions*: Read the consumer health situations. Circle the kind of health care provider you think would best handle the problem.

1. You have just fallen down the steps at school and suffered a badly bruised knee. Whom would you see?

   *school nurse*

   **school doctor**

   school psychologist

   ***Nurse—available in most schools. Health room volunteers could handle this problem as well.***

2. You have a cold that seems to last forever. Whom would you ask for advice about an effective cold medicine?

   **doctor**

   *physical therapist*

   **pharmacist**

   ***Pharmacist—trained as a specialist in medication. Doctor would cost more and is not really necessary in this case.***

3. You have been complaining of severe headaches that have occurred weekly in the past month or so. They seem to happen after major tests or assignments. Whom would you see?

   **medical doctor**

   **pharmacist**

   *physical therapist*

   ***Doctor—Because of the recurring nature of the problem, a doctor should be contacted.***

4. Over the weekend you dived for a softball in a pickup game. Now you can't raise your arm above your shoulder. Whom should you see?

**doctor**

*physical therapist*

*nurse*

***Doctor and physical therapist—Your physician may refer you to a physical therapist or to an orthopedic specialist who may in turn recommend physical therapy.***

5. You have a slight case of acne but want to look good for the upcoming Halloween dance. Whom would you see?

**doctor**

*school nurse*

**pharmacist**

***This is a case where you could get advice from all three—or none of the above if you knew which products help treat acne. The school nurse or pharmacist could advise you at little cost.***

STUDENT

## *Choosing a Doctor*

*Directions*: Read the list of ten factors to consider when choosing a family doctor. Rank these factors from (1) **most important** to (10) **least important**.

**Choose a doctor who:**

_____ 1. Knows his or her area of expertise and its limits; tells you of others who may be better qualified to treat some conditions

_____ 2. Can be reached by phone

_____ 3. Is very smart or has a lot of college

_____ 4. Takes time to explain your medical problems and answer any questions you have

_____ 5. Charges less than comparable doctors

_____ 6. Is affiliated with a local hospital

_____ 7. Will come immediately in emergencies

_____ 8. Does not like to recommend surgery

_____ 9. Is a good role model for things she or he tells you to do

_____ 10. Takes a detailed health history before seeing you

LESSON 6

# CONSUMER HEALTH CHOICES: THE FUTURE IS YOURS

## Objectives

Students will be able to evaluate the personal skills necessary to make wise consumer health choices.

## Time

One class period.

## Overview

As consumers, we should ask ourselves if we need the products that we buy for our health, and if we are paying too much for them. By staying informed and practicing wise consumer health choices, students can achieve healthy futures.

In the concluding activities of this module, students work in groups to discuss some consumer health issues and decide how to handle specific situations. Students also consider what issues will create critical consumer health concerns in the future.

## Instructional Strategies

Brainstorming, worksheets.

## Teacher Materials and Preparation

COPY:

- ✓ **Advice to the Health Consumer** worksheet, one for each student.
- ✓ **The Future Is Yours** worksheet, one for each student.

MAKE:

- ✓ **Wise Consumer Cards**.

PREPARE:

- ✓ The day before this lesson, have students survey a parent or another adult about ways to get the most for their health dollar and the types of health services the adults use.

REVIEW:

- ✓ **Advice to the Health Consumer *Key***.

## Procedure

■ Distribute the **Advice to the Health Consumer** worksheet. Lead a class brainstorming session to produce advice for each of the situations. Be sure to include the points noted on the **Advice to the Health Consumer *Key***.

■ Pass out the **Wise Consumer Cards**. Have students give advice for the health problems on the cards.
Have students work alone or in pairs to write additional cards based on topics covered in the unit.

## Evaluation

Tell students that during this module they have explored a number of consumer health issues faced by young people. The skills they have practiced in these lessons are sound, but only they know which techniques will be personally effective.

Distribute **The Future Is Yours** worksheet. Tell students to consider the knowledge that will be most important to them as members of the next century as they complete the worksheet. Ask for volunteers to explain the three items they think are most important.

STUDENT

# Advice to the Health Consumer

*Directions*: Answer the question following each situation.

1. The Supplement family read an ad in a monthly health magazine for a product that claims to make you feel better and increase your strength and energy without exercising. They immediately sent $149.00 for a year's supply. What should they have done?

Rx

2. Mr. Tackle was given a prescription for a pain-killing prescription drug. He went to the local pharmacy and was amazed at the cost of the product. What is your advice?

Rx

3. Two years ago, Mrs. Dollar gave birth to a beautiful baby girl. She recently paid a doctor bill for what she thought were very expensive immunizations. What else could she have done?

Rx

4. Sara Headache was given a health assignment to determine what aspirin or non-aspirin product she should buy if she needed something to treat a headache. What would you recommend she do?

Rx

5. Sam Quick read the label of the cough medicine he had just purchased to get rid of a nagging cough. He figured that if four times a day would help, six times a day would be better. What is your advice?

Rx

TEACHER

# Advice to the Health Consumer

***Key***

*Directions*: Answer the question following each situation.

1. The Supplement family read an ad in a monthly health magazine for a product that claims to make you feel better and increase your strength and energy without exercising. They immediately sent $149.00 for a year's supply. What should they have done?

   Rx ***The magazine ad's claims are questionable. The family does not know the ingredients of the product. Exercise is an important health-promoting component. The family probably should have saved their money.***

2. Mr. Tackle was given a prescription for a pain-killing prescription drug. He went to the local pharmacy and was amazed at the cost of the product. What is your advice?

   Rx ***Check other pharmacies' prices for the same item; prices could vary greatly. Ask the doctor or pharmacist for the chemical or generic product vs. the brand name.***

3. Two years ago, Mrs. Dollar gave birth to a beautiful baby girl. She recently paid a doctor bill for what she thought were very expensive immunizations. What else could she have done?

   Rx ***Check to see if the local health department provides free or low-cost health immunizations.***

4. Sara Headache was given a health assignment to determine what aspirin or non-aspirin product she should buy if she needed something to treat a headache. What would you recommend she do?

   Rx ***Go to a pharmacy and do a direct comparison per 100-tablet size. Ask the pharmacist about aspirin's side-effects, because she might need to choose a non-aspirin product.***

5. Sam Quick read the label of the cough medicine he had just purchased to get rid of a nagging cough. He figured that if four times a day would help, six times a day would be better. What is your advice?

   Rx ***He should strictly follow the instructions as listed on the product. Side effects could occur and actually create other health problems if the instructions are not followed.***

## WISE CONSUMER CARDS

*Directions*: Cut out each statement and paste it on a 3 x 5 index card. Add additional statements if desired.

1. You have a 3-month-old son and very little money. The nurse says it is time for your son's DPT immunizations. What would you do?

2. A new ad says a product for your skin will not cause allergies. What would you do?

3. A brand-name cough medicine costs twice as much as the generic name with the same antihistamine in it. What would you do?

4. The difference between two types of aspirin is that one contains caffeine. What would you do?

5. Your friend has a treatable type of skin cancer that her doctor says can be easily removed by surgery. Your friend's parents are told by a neighbor that she should go to a naturist for advice on increasing the amount of selenium in her diet. The neighbor says a lack of selenium causes this type of cancer. What should your friend do?

STUDENT

# The Future Is Yours

*Directions*: What skills and knowledge will you most need to be a successful health consumer in the year 2000?

Using numbers 1-10, rank the items in the following list from **1** (most important) to **10** (least important):

_____ 1. Able to identify quack devices

_____ 2. Recognize advertising gimmicks

_____ 3. Know the latest information on the food we eat

_____ 4. Understand diet programs

_____ 5. Understand health and beauty aids

_____ 6. Understand health occupations and training

_____ 7. Know about alternative medical practices

_____ 8. Identify medical quacks

_____ 9. Able to file a consumer complaint

_____ 10. Save money on health products and services

Give reasons for your top three choices:

1. _____

_____

2. _____

_____

3. _____

_____

## REFERENCES


Brumberg, Elaine. *Take Care of Your Skin.* New York: Harper and Row, 1989.

"Cereal: Breakfast Food or Nutritional Supplement?" *Consumer Reports* (October 1989): 638-645.

Cornacchia, Harold J. and Barrett, Stephen. *Consumer Health: A Guide to Intelligent Decisions.* 4th ed. St. Louis: C.V. Mosby, 1989.

"Fast Food: How Good? How Good for You?" *Consumer Reports* (June 1988): 355-361.

"5 ways to clean your face." *Health* 21: 8 (August 1989): 84-85.

"The Greatest American Health Pitch." *Business Week* (October 9, 1989): 114-128.

"Hair-Raising Tales from the World of Advertising." *Penny Power* X:1 (August/September 1989): 17-20.

Herbert, Victor. *Nutritional Cultism: Facts and Fictions.* Philadelphia: George F. Stickley Co., 1981.

Stare, Frederick J. and Aronson, Virginia. *Food for Today's Teens.* Philadelphia: George F. Stickley Co., 1985.

## *The Contemporary Health Series*

| ***Into Adolescence :*** **Grades 5-8** | **Curriculum Unit TITLE #** | **Student Workbook TITLE #** |
|---|---|---|
| Learning About AIDS | 370 | 510 |
| Enhancing Self-Esteem | 371 | 511 |
| Living in a Family | 372 | 512 |
| A Time of Change | 373 | 513 |
| Choosing Abstinence | 374 | 514 |
| Learning About Reproduction and Birth | 375 | 515 |
| Avoiding Drugs | 376 | 516 |
| Communicating Emotions | 377 | 517 |
| Becoming a Health-Wise Consumer | 378 | 518 |
| Making and Keeping Friends | 380 | 520 |
| Living Without Tobacco | 381 | 521 |

**All Curriculum Units are $19.95 each.**
**Student Workbooks are $2.95 each (quantities of 10 or more are $2.80 each.)**

**For more information or to order, contact:**

**Sales Department**
**ETR Associates/Network Publications**
**P.O. Box 1830**
**Santa Cruz, CA 95061-1830**

**or call Toll-Free 1(800) 321-4407**
**FAX (408) 438-4284**

# Supplementary Classroom Pamphlets
# Recommended for use with the *Contemporary Health Series*

## *Into Adolescence* - Grades 5-8

| Curriculum Unit | Recommended Pamphlets: |
|---|---|
| # 370 Learning About AIDS | # 174 The ABC's of AIDS<br># 161 Teens & AIDS: Why Risk It? |
| # 371 Enhancing Self-Esteem | # 122 Feeling Great! |
| # 373 A Time of Change | # 181 Menstruation Facts*<br># 182 Puberty Facts*<br># 188 Male Facts*<br># 193 Female Facts* |
| # 374 Choosing Abstinence | # 138 Deciding About Sex: The Choice to Abstain<br># 097 Sex? Let's Wait! |
| # 375 Learning About Reproduction and Birth | # 188 Male Facts*<br># 193 Female Facts* |
| # 376 Avoiding Drugs | # 189 Drug Facts* |
| #381 Living Without Tobacco | # 083 About Tobacco<br># 098 Cigarettes!<br># 095 Smokeless Tobacco! |

All pamphlets marked with an asterisk* are priced as follows:
50 for $17.50; 200 for $60.00; 500 for $125.50; 1000 for $220.00.

All other pamphlets are: 50 for $15.00; 200 for $52.00; 500 for $110.00; 1000 for $190.00.

For more information or to order, contact:

**Sales Department**
**ETR Associates/Network Publications**
**P.O. Box 1830**
**Santa Cruz, CA 95061-1830.**

**Call Toll-Free 1 (800) 321-4407**
**or FAX (408) 438-4284.**

# *The Contemporary Health Series*

| ***Entering Adulthood*** : Grades 9-12 | Curriculum Unit TITLE# | Student Workbook TITLE # |
|---|---|---|
| Living in Relationships | 385 | 525 |
| Understanding Reproduction, Birth and Contraception | 386 | 526 |
| Connecting Health, Communication and Self-Esteem | 387 | 527 |
| Preventing Sexually Related Disease | 388 | 528 |
| Coping with Sexual Pressures | 389 | 529 |
| Examining Drugs and Risks | 390 | 530 |
| Understanding Depression and Suicide | 391 | 531 |
| Balancing Stress for Success | 392 | 532 |
| Planning Life Directions | 393 | 533 |
| Developing Responsibility and Self-Discipline | 394 | 534 |

**All Curriculum Units are $19.95 each.**
**Student Workbooks are $2.95 each** (quantities of 10 or more are $2.80 each.)

**For more information or to order, contact:**

**Sales Department**
**ETR Associates/Network Publications**
**P.O. Box 1830**
**Santa Cruz, CA 95061-1830**

**or call Toll-Free 1(800) 321-4407**
**FAX (408) 438-4284**

# Supplementary Classroom Pamphlets
# Recommended for use with the *Contemporary Health Series*

## *Entering Adulthood* - Grades 9-12

| Curriculum Unit | Recommended Pamphlets: |
|---|---|
| # 386 Understanding Reproduction, Birth and Contraception | # 137 Birth Control Facts*<br># 101 Am I Parent Material?<br># 105 Talking with Your Parents About Birth Control |
| # 387 Connecting Health, Communication and Self-Esteem | # 156 Teen Success!<br># 123 Teen Esteem! |
| # 388 Preventing Sexually Related Disease | # 153 STD Facts*<br># 111 What Do We Know About AIDS?<br># 171 AIDS: Am I at Risk?<br># 161 Teens & AIDS<br># 173 Condoms & STD<br># 139 The Condom |
| # 389 Coping with Sexual Pressures | # 138 Deciding About Sex: The Choice to Abstain<br># 097 Sex? Let's Wait! |
| # 390 Examining Drugs and Risks | # 189 Drug Facts* |
| # 391 Understanding Depression and Suicide | # 155 Teen Stress! |
| # 392 Balancing Stress for Success | # 123 Teen Esteem!<br># 155 Teen Stress!<br># 156 Teen Success! |

All pamphlets marked with an asterisk* are priced as follows:
50 for $17.50; 200 for $60.00; 500 for $125.50; 1000 for $220.00.

All other pamphlets are: 50 for $15.00; 200 for $52.00; 500 for $110.00; 1000 for $190.00.

For more information or to order, contact:

Sales Department
ETR Associates/Network Publications
P.O. Box 1830
Santa Cruz, CA 95061-1830.

Call Toll-Free 1 (800) 321-4407
or FAX (408) 438-4284.

# About the Author

Jon W. Hisgen, MS, has been health coordinator for the Pewaukee, Wisconsin, public schools for the past 17 years. In addition, he has been an instructor in preservice elementary education at the University of Wisconsin, Milwaukee for the past 12 years. His health education program won a "Healthy Me" award from Metropolitan Life Insurance in 1987. He was one of 11 writers of the State of Wisconsin health curriculum guidelines, a nationally recognized document. He has presented workshops on consumer health in several states. He has also contributed consumer health articles to both professional and lay publications. Some of his most recent workshops have focused on creative ideas for teaching health issues in elementary grades.

## Reviewers of
## *Into Adolescence: Becoming a Health-Wise Consumer*

Cal Deason, MA
Counselor
Aptos Junior High School
Aptos, CA

Robin McFarland Gysin
Consumer Affairs Coordinator
District Attorney's Office
Santa Cruz County, CA

Betty Hubbard, EdD
Associate Professor
University of Central Arkansas
Conway, AR

Vicki Jordan, MA
Teacher
Newport Middle School
Newport, OR

Barbara Sheffield, MS
Health Education K-12 Department Chair
Whitewater Public Schools
Whitewater, WI

Patricia Zylius
Writer
Santa Cruz, CA

**ABOUT THE BOOK:** This seven-lesson curriculum prepares middle school students to become knowledgeable, concerned consumers of health products and services—now—and in their adult lives. Each lesson is filled with creative, easy-to-implement activities that strengthen students' decision-making and analytical skills and help them make informed consumer health choices. Using a variety of instructional strategies, *Becoming a Health-Wise Consumer* provides a well-rounded classroom unit on consumer health issues critical to adolescents. *Becoming a Health-Wise Consumer:*

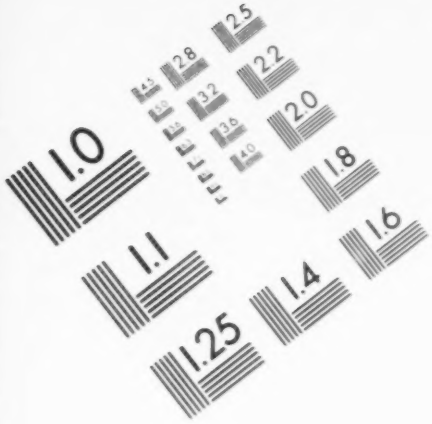
- explores the influence of television advertising on buying habits
- presents the problems and benefits of alternative medical treatments
- addresses adolescents' concerns about peer acceptance and choices related to skin care, hair care and deodorant products
- provides guidelines for making sensible consumer health decisions

**ABOUT THE SERIES:** *The Contemporary Health Series* covers critical health and family life topics in a sequence of modules with two curricular divisions: INTO ADOLESCENCE for middle school teachers and ENTERING ADULTHOOD for high school teachers. Each of the modules in a division is compatible with the others but may stand alone. Other INTO ADOLESCENCE titles include: *Learning About AIDS; Living in a Family; Enhancing Self-Esteem; Learning About Reproduction and Birth; Choosing Abstinence; Communicating Emotions; Avoiding Drugs; Making and Keeping Friends;* and *Living Without Tobacco.*

Network Publications, a division of ETR Associates
Santa Cruz, CA

ISBN: 1-56071-013-6

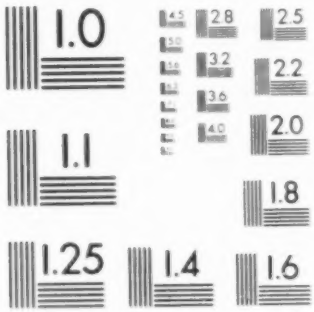
TOP




Film Identification

LEFT

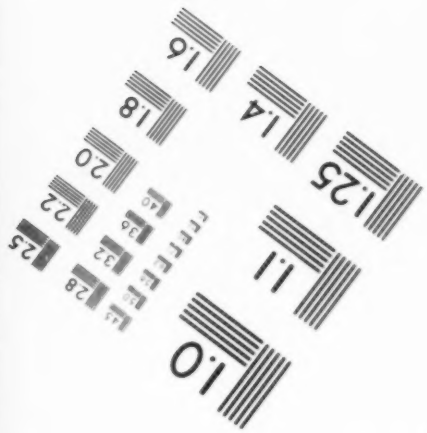
**PRECISION[SM] RESOLUTION TARGETS**

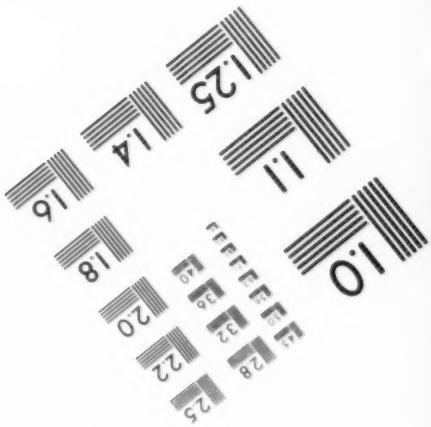



RIGHT

150 MM

6 ″




**PA-3 8½"x11" PAPER PRINTED GENERAL TARGET**

END

U.S. Dept. of Education

Office of Education
Research and
Improvement (OERI)

ERIC

Date Filmed

March 29, 1991